The Physical Educator
of
PHI EPSILON KAPPA

Vol. XVII **March, 1960** **No. 1**

CHARACTERISTICS OF PROFESSIONAL AND AMATEUR ATHLETES 3
Henry J. Montoye, George Fox, and Wayne Van Huss

PROGRAM CHANGES ESSENTIAL TO FITNESS IN PUBLIC SCHOOL STUDENTS 9
Karl W. Bookwalter

RESEARCH IN HUMAN RELATIONS 10
Earle F. Zeigler

THE COLLEGE PHYSICAL EDUCATION ASSOCIATION 12
William J. Schnitzer

THE HERITAGE OF PHYSICAL EDUCATION 14
Randolph W. Webster

EDUCATION — HOW MUCH AND FOR HOW MANY? 16
Alvin C. Saake

WHO CAN TEACH? 18
Hester Beth Bland

SNAPPIER SNAPSHOTS 20
D. B. Van Dalen

ADAPTION OF THE INTERVAL SYSTEM TO GENERAL EXERCISES AND CALISTHENICS 22
Julian U. Stein

ALUMNI ATTITUDES AND SKILLS IN PHYSICAL EDUCATION ACTIVITIES 23
Edward J. Shea

REVIVAL OF THE OLYMPIC GAMES; IS IT WISE? 25

STRESS AND STRAIN 26
Alfred W. Hubbard

GUIDE TO BETTER TEACHING OF PHYSICAL EDUCATION 33
Charles Lees

In the Editor's Corner 2
Teaching Techniques 29
Elsewhere in the World 31
Teachable Dances 34
Book Reviews 36
Recent Articles 38
Noteworthy People in the Profession 40
Phi Epsilon Kappa Directory ..... Inside back cover

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TEACHING TECHNIQUES
Ralph L. Wickstrom

ELSEWHERE IN THE WORLD
C. O. Jackson

TEACHABLE DANCES
Cecil C. Franklin

BOOK REVIEWS
K. W. Bookwalter

RECENT ARTICLES
K. W. Bookwalter

NOTEWORTHY PEOPLE IN THE PROFESSION
K. W. Bookwalter

In the Editor's Corner

Our guest editorial this issue is by Dr. John C. Thompson, Director of Health, Physical Education, and Safety, Lincoln, Nebraska.

Marking In Physical Education

MARKING IN PHYSICAL education, as in all subject areas of education, is called upon to defend its place and explain its basis. There is some controversy on this topic as indicated by the diversity of practice throughout the country.

The first step in marking should be to determine the degree of emphasis to assess to each element that is to be evaluated. The elements usually considered are skills, knowledge, and attitudes as measured in attendance, punctuality, sportsmanship, citizenship, cleanliness, and effort. The controversy enters the picture when achievement and improvement are considered for each element.

Achievement is an absolute standard which every students can understand and accept. High achievers have less room for improvement than low achievers. Improvement is the factor which is difficult to evaluate, although not necessarily difficult to measure. The low achiever who improves significantly should receive a lower mark than the high achiever who improves only slightly. This maxim applies to life situations of employment, advancement, and recognition, and therefore should apply to school marking procedures if they are to be realistic experiences, training students for actual living conditions. Improvement is an essential factor in the marking system, but it should be evaluated in its true perspective and utilized primarily as a motivating device at all levels of achievement.

Classification of students according to size, maturity, and skills ability helps all to compete on their own level and motivates maximum progress. Age-height-weight clasification is most feasible for testing, and skills classification is best suited to individual and dual sports participation. Team sports usually require diversified skills distributed among all teams to insure close competition.

Gifted students should not be penalized for reaching a high plateau of achievement early in their experience. They should be motivated through progression and variety in the program. They should be challenged by leadership responsibilites and participation in intramurals and an athletic program which has the breadth and depth necessary to appeal to all skill types and stages.

Poorer students should justifiably be challenged through credit for improvement and classification to assure confidence and good morale. But they should not be disillusioned by receiving higher grades than better students whose improvement has reached a stage of diminishing returns on their effort.

Criteria for marking should be clearly explained at the beginning of each course. Marks should be assigned in accordance with the criteria. Learning curves should be discarded because no classes fit the category of "normal." Marks should be assigned to individuals rather than attempting to mold a class to fit a learning curve. If many grades are low, it may indicate a lack of motivation or poor teaching, but they need not be scaled upward to give the impression that a typical or normal range is evident. If many grades are high as based on several valid, objective, reliable measurements, the instructor should fear no criticism nor feel any need for scaling them down. Learning has been experienced, probably as a result of good teaching—a very desirable situation for which no apology is needed.

Marking systems, whether numerical, alphabetical or other types, should provide enough steps for every category. The two-step system is particularly frustrating to students whose grades fall between the two. Five or more steps are probably needed to discriminate adequately, without stranding a large number of students between steps.

Marking procedures in many schools could stand a thorough study in terms of criteria, reliability, practicability, and interpretation. Marks are the students pay checks, and a great deal of confusion, misunderstanding, frustration and resentment could be eliminated by applying the above principles to the marking system.

—JOHN C. THOMPSON

Characteristics Of Professional And Amateur Athletes*

Henry J. Montoye, George Fox, and Wayne Van Huss

THE MONOGRAPH ENTITLED "Longevity and Morbidity of College Athletes" published by Phi Epsilon Kappa in 1957 constituted a report of the fraternity's national project. Details concerning methods of procedure are contained in chapter two of this monograph. The report, based upon questionnaire data, was a study of the characteristics of 628 former college letter men (athletes) contrasted with the characteristics of 563 non-letter men (non-athletes). Comparisons were also made among the athletes in terms of the sport in which the varsity letter was earned. Other internal analyses were not reported in the monograph.

The present study is the second in a series in which particular characteristics are analyzed in detail. The first was an analysis of the sports activities of athletes and non-athletes in later life (Montoye, *et al*, 1959). Of the 628 former letter winners at Michigan State University who responded, 88 become professional athletes in their specialty after graduation. They were distributed as follows: football; 51; baseball, 25; basketball, 10; and one each in wrestling and track. From the remaining former letter winners who did not turn professional, 88 were selected to match the professionals by sport specialty and year of birth. In addition, a sample of 88 non-athletes, also matched by year of birth, were selected from the 563 non-letter men who responded. All subjects in the three groups were still living.

Review of Previous Studies:

In a limited study of amateur and professional cricketers in England (Hill, 1927), a slightly higher mortality after the age of 25 was shown for the professionals. These results may reflect the effects of participation and/or selection. Application of results to the United States may be questioned since the sports cultures of the two countries are quite different.

Benson and Summerskill (1955) compared 59 letter winners in college, with the same number of men who had earned Freshman numerals but failed to secure a varsity letter. These authors found the letterwinners to be significantly taller and heavier at college matriculation than the non-letter winners. The former group also had more athletic experience in high school, sustained significantly more injuries in college and were admitted to the college infirmary more frequently. The letter winners were also more satisfied with time spent in athletics in college. A significantly large percentage of non-letter winners indicated that if they had the opportunity again they would devote more time to athletics.

Governali (1952) conducted a questionnaire study of the vocational status of professional football players. The results, based on 393 responses (74% return) showed that the average professional football player is 26 years old, slightly over 6 feet in height and weights 207 pounds. Of the rookies who go to camp only one in three make the professional league in less than two years. As the result of questioning a group concerning injuries, it was found that 79 per cent of the professionals did not feel that the injuries received in the professional sport would have an injurious effect on well being in later life. In regards to their careers, however, the players indicated that playing professionally to acquire business contacts is wishful thinking rather than actual truth. Sixty-four per cent of the players said that professional football had not helped them acquire a good steady job. Slightly over 50 per cent of the players who enter professional ranks play only one or two years.

Medical History:

Slightly more of the professionals considered their present state of health poor. However the difference is not statistically significant.* Fewer non-athletes reported poor or good health. This is the same trend observed in the larger sample reported in the monograph cited earlier.

Smoking and Drinking Habits:

More professionals smoke and drink than amateurs but again the differences were not statistically significant.** The trend for fewer non-athletes to smoke and drink reported previously appears also in this smaller sample. The form of tobacco did not differ significantly when the professionals were compared to the amateurs (Fig. 1D).*** Similarly the difference in degree of smoking for these two groups (Fig. 1E) was insignificant.****

Marital and Economic Status:

The percentage of professionals who were married was almost identical to that for amateurs.***** A similar proportion of non-athletes were married.

* $x^2=1.33$, P=50-60%. Yates correction was employed when applicable to all chi square computation.

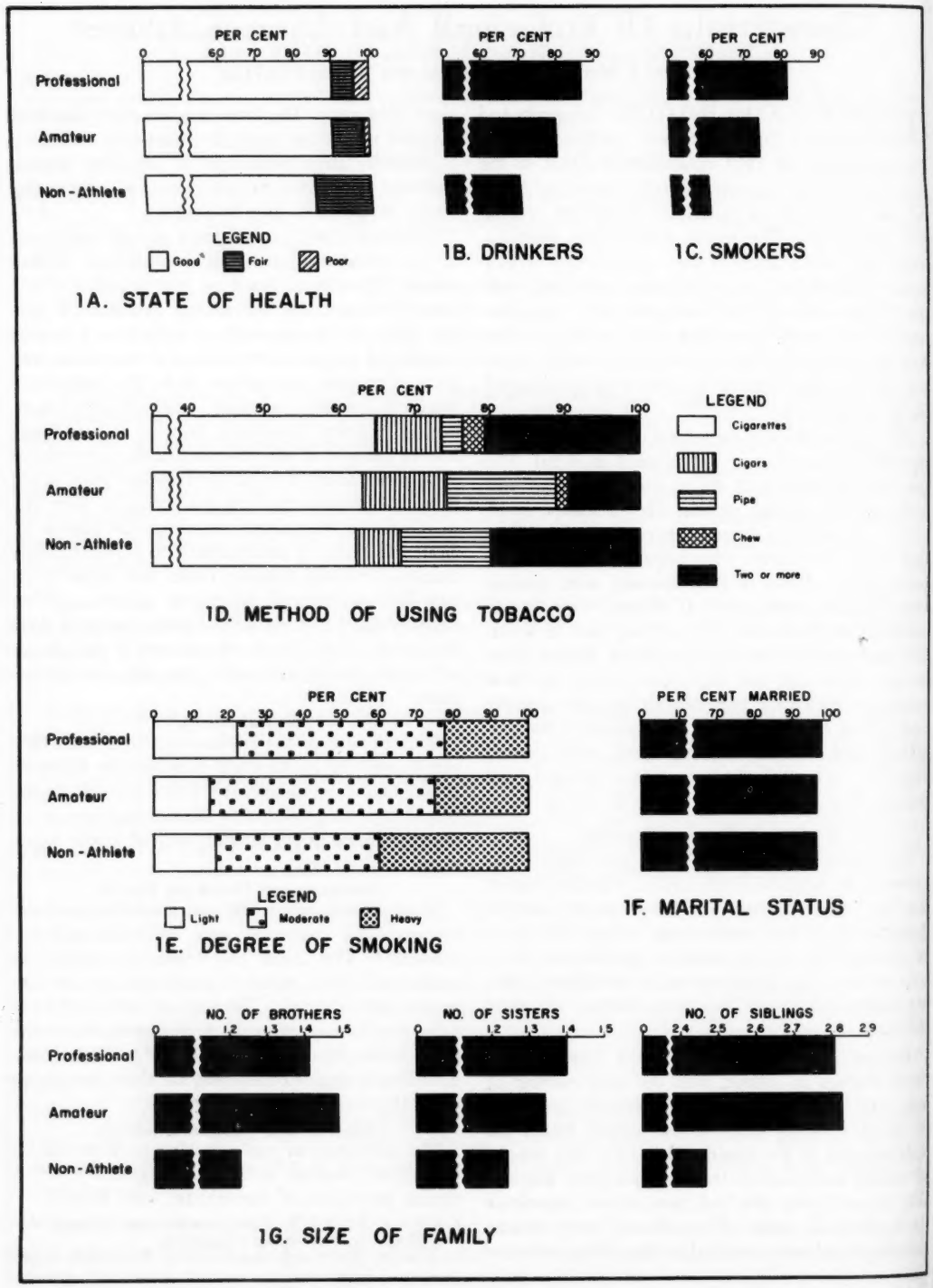
** $x^2=1.22$, P=20-30% and $x^2=0.94$, P=30-40% respectively.

*** $x^2=7.18$, P=10-20%.

**** $x^2=0.06$, P=95-98%.

***** $x^2=0$, P=100%.

* Financial assistance for this project was received from Phi Epsilon Kappa Fraternity and Michigan State University (All-University Research Project No. 2318, 1958-59).


PER CENT
0 60 70 80 90 100
Professional
Amateur
Non - Athlete
LEGEND
Good
Fair
Poor
1A. STATE OF HEALTH
PER CENT
0 60 70 80 90
1B. DRINKERS
PER CENT
0 60 70 80 90
1C. SMOKERS
PER CENT
0 40 50 60 70 80 90 100
Professional
Amateur
Non - Athlete
LEGEND
Cigarettes
Cigars
Pipe
Chew
Two or more
1D. METHOD OF USING TOBACCO
PER CENT
0 10 20 30 40 50 60 70 80 90 100
Professional
Amateur
Non - Athlete
LEGEND
Light
Moderate
Heavy
1E. DEGREE OF SMOKING
PER CENT MARRIED
0 10 70 80 90 100
1F. MARITAL STATUS
NO. OF BROTHERS
0 1.2 1.3 1.4 1.5
Professional
Amateur
Non - Athlete
NO. OF SISTERS
0 1.2 1.3 1.4 1.5
NO. OF SIBLINGS
0 2.4 2.5 2.6 2.7 2.8 2.9
1G. SIZE OF FAMILY

The results in so far as non-letter winners is concerned is much the same as that observed with the larger sample.

The respondents were asked to indicate whether their economic status before and after graduation was satisfactory. The results appear in Figure 2C. The differences both before and after college between the professionals and amateurs were statistically insignificant* although fewer of the professionals expressed satisfaction after college. About the same percentage of non-letter winners as amateurs expressed satisfaction with their present economic status which also is much the same as was reported for the larger sample. The trend for more non-athletes to indicate dissatisfaction with their economic status during and before college appears here just as in the larger sample although the difference was not statistically significant. Some of the limitations on the subjective nature of this portion of the questionnaire were discussed in the monograph cited earlier.

Governali's study of professional players lent some insight into these findings. He found that only one rookie in three makes the grade in a professional league and that the median time in the national football league is slightly less than two years. Off-season employment is difficult because employees do not wish to hire men who will be available only between football seasons. Sixty-four per cent of the players Governali contacted stated that professional football had not helped them acquire a good steady job. In view of the length of time they remain active in the league, the poorer economic status of the professional is understandable. It is probable the situation is even more difficult in baseball where a man may remain in the minor leagues for years without ever advancing to the major leagues.

* $x^2=0$, P=100%; P=40-50% respectively.

Weight Analysis:

In Figure 2A it is demonstrated that the professional athletes were heavier when in college than the amateurs and this difference is statistically significant.* The still smaller weights of the non-athletes corroborates the data on the larger sample. That the professionals reported less actual and percentage weight gain since graduation from college can be seen in Figure 2B. These differences were not quite statistically significant.** The data on non-athletes indicates that these men gain relatively more weight. However, an analysis of a larger sample clearly demonstrated that this was only true up to about the age of 55, after which the weight gain (actual and percentagewise) was greater for letter winners.

* t=2.29, P=2.2%
** t=1.10, P=28; t=1.38, P=17%

Military Service:

The percentage of professionals and amateurs who served in the armed forces is shown in Figure 2D. The difference was insignificant.*** Fewer non-letter men served. This difference is in the same direction as in the larger material. Branch of service was not significantly different for professionals and amateurs.**** In the larger sample a significantly smaller percentage of non-letter winners, who served in the armed forces, were in the navy and marines and a greater percentage served in the army.

*** $x^2=0.30$, P=50-60%
**** $x^2=0.55$, P=40-50%

Physical Activity:

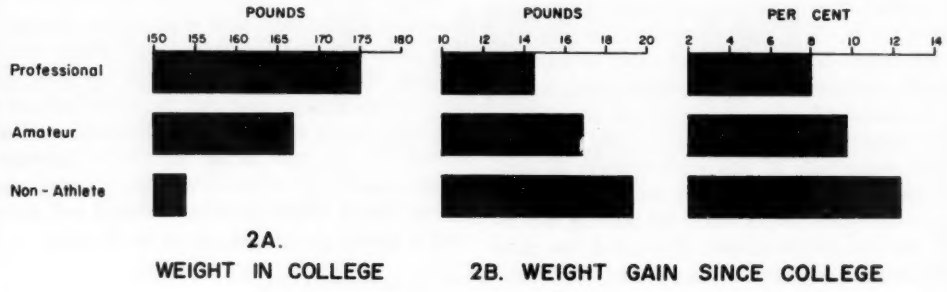
All of the graduates were asked to indicate approximately how many hours per day they engaged in "vigorous", "moderate" or "mild" activity in their vocation or during leisure hours excluding sports activity. This was tabulated for various periods of their life. The results are indicated in Figure 3A. It can readily be seen that the differences between professionals and amateurs were trival. The non-letter winners indicated more moderate and mild activity at all age-periods. In the larger sample the non-athletes indicated slightly more vigorous activity at most age periods although the differences in vigorous activity, as in this smaller sample, were not merely so striking. The sample of professional and amateurs was too small for an analysis to be made of sports activities in later life.

Hereditary History:

Figure 1G indicates that both professional and amateur athletes come from about the same size family. There were not statistically significant differences when the number of brothers, sisters or total number of siblings were compared.* Non-letter winners, on the other hand, come from smaller families. The data in this small sample shows this same trend as the larger population from which the sample was taken.

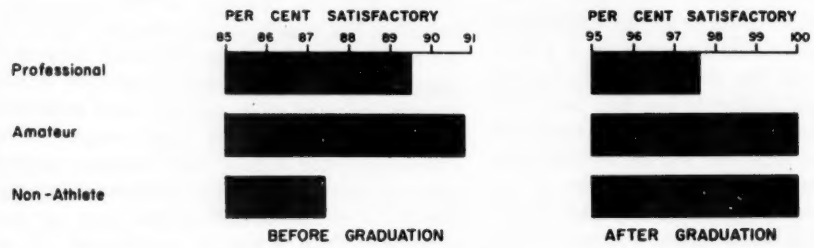
In Figure 3B are shown the mean ages at death for parents and grandparents of the three groups. There appears to be no evidence that the longevity of the parents or grandparents is different for amateurs as compared to professionals. However, the number of cases was not 88 in each group as was the case in the previous comparisons. The number of cases corresponding to Figure 3B are given in Table 1. The differences in the mean ages at death when

* the "t" values with corresponding probabilities were 0.09 (93%), 0.55 (58%) and 0.01 (99%) respectively.

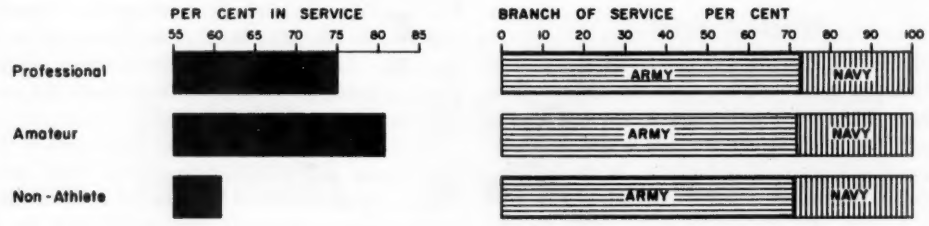


2A. WEIGHT IN COLLEGE

2B. WEIGHT GAIN SINCE COLLEGE

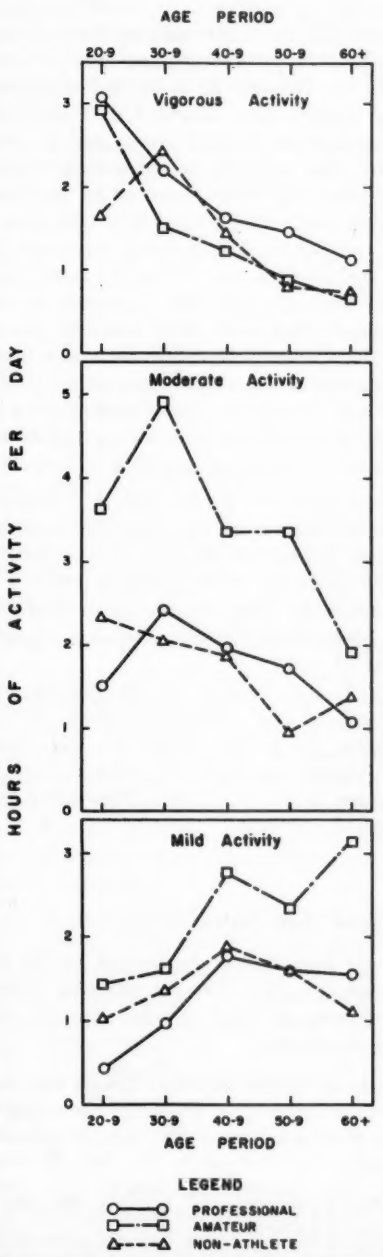


2C. ECONOMIC STATUS

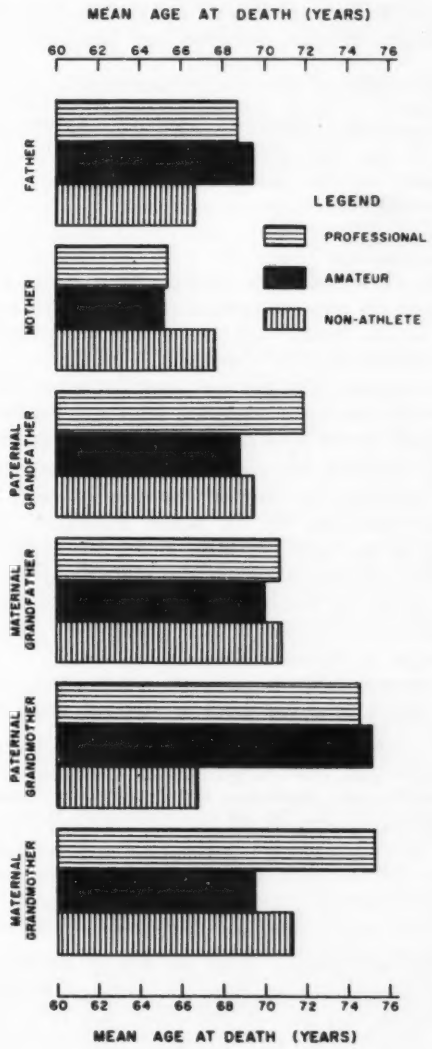


2D. MILITARY SERVICE

3A. NON-SPORTS ACTIVITY



3B. HEREDITARY HISTORY: LONGEVITY



amateurs and professionals were compared were not statistically significant.**

** the t-values and probabilities were as follows: father, 0.16 (88%); mother, 0.05 (98%); paternal grandfather, 0.09 (93%); maternal grandfather, 0.02 (96%); paternal grandmother, 0.01 (99%); maternal grandmother, 1.81 (7%).

TABLE I

Number of Deceased Parents and Grandparents for the Professionals, Amateurs and Non-Letter Winners.

	Professionals	Amateurs	Non-Letter Winners
	N	N	N
Father	63	60	55
Mather	54	48	53
Pat. Grandfather	55	52	42
Mat. Grandfather	57	50	42
Pat. Grandmother	55	52	37
Mat. Grandmother	58	49	43

The cause of death among the parents and grandparents were grouped as follows: (1) heart and vascular disease, (2) cancer, (3) tuberculosis, (4) pneumonia, (5) diabetes, (6) nephritis, (7) violent deaths, (8) "old age", and (9) other. The method of classifying causes of death was described in detail in the monograph cited earlier. The chi square technique was used to compare the amateurs and professionals. Only in the case of paternal grandmothers was the chi square significant, due mainly to the high percentage among the amateurs and low percentage among the professionals who died accidental deaths.* However, this trend was not observed in parents or other grandparents; hence the larger chi square is likely due to chance.

There were also no consistent trends among the non-athletes in age at death or cause of death for parents or grandparents which differed from the parents and grandparents or professionals or amateurs.

* Chi square values and probabilities were: fathers, 11.67 (10-20%); mothers, 9.85 (20-30%); paternal grandfathers, 11.36 (10-20%); mat. grandfathers, 6.92 (40-50%); pat. grandmothers, 11.27 (2.5-5%) and mat. grandmothers, 11.14 (10-20%).

Discussion:

The small number of cases places obvious limitations on the interpretation of the results. Probably, the most striking observation is the similarity in the two groups. Of the factors studied, the only characteristic that clearly distinguishes the professional athlete is the fact that he is heavier at graduation from the college. Since almost 2/3 of the subjects in both groups are football players and in view of Governali's data which show the average weight of the professional football player to be 207 pounds these results are not surprising. It is interesting that Benson and Summerskill observed this same difference existed in boys who "make the team" in college and those who do not. Apparently a certain proportion of boys who were relatively successful in athletics in high school fail to earn a letter in college because they are not large enough. Similarly, among those who do earn these letters, there is more likelihood that the larger men will turn professional.

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Safe Driving in Wintertime — Here Are Some Tips

You can't imagine a set of driving conditions more dangerous than those the average motorist faces about this time of year. Roads may be glazed with ice or covered with hardpacked snow and filled with potholes, darkness begins early and ends late, windshields get iced and steamy—what could be more treacherous?

If you must do any driving in this kind of weather, here are some tips to make your trips safer.

1. Do some testing of road conditions before you get into traffic. Try a few stops just to see how slick the streets are.

2. Learn how to stop. Never jam on the brakes when roads are slick. Use the pumping technique, never applying so much pressure that the wheels lock and start to skid.

3. Learn to control skidding. Always turn the car in the direction of the skid until you again have control; then brake gently until you are down to a safe speed.

4. Keep windshield, rear window and side windows clear at all times.

5. Cut your speed. Cut your speed. Cut your speed.

Program Changes Essential To Fitness In Public School Students

Karl W. Bookwalter

THE FITNESS CONFERENCE at Washington had to conclude that total fitness must be the goal. Cannon's *Wisdom of the Human Body* stresses the organic need for homeostasis or unity and balance of body functions.

The church of modern times found that the spiritual aspects of living had to be supported by the social, recreational, and physical needs. The Salvation Army washes, feeds, and then preaches.

The Y.M.C.A. recognizes the unity of spirit, mind, and body. The Armed Forces developed physical fitness exclusively and found they had left only "sex" and "suds" for recreation. Our A.S.T.P., V5, and V12 programs as a rule sold hundreds of thousands of youth down the river by giving them a high physical fitness which like a single bank deposit was soon dissipated with no source for replacement by intriguing maintenance or developmental activity for later time or later years.

Cities such as New York found bread lines and housing had to be bolstered by playgrounds and community centers. The neglected child may become the social misfit.

We Must Serve the Whole Range of Capacities

We must care for the complete range of youth from the athlete to the sub-fit. This requires: 1. A core or service program for all, 2. An adapted-remedial program, 3. A co-recreation program, 4. An intramural program, and 5. An interscholastic athletic program in each high school. To these physical education programs must be added health and safety service, healthful and safe environment, and health and safety instruction.

I would suggest a "Welfare Core" to organize and unify the air and emphasize these programs which: 1. are commonly needed by all, 2. require a larger block of time, 3. can logically be organized in one department, and 4. provide impressively for guidance of participants. The social science or fundamental core is only one such phase of education.

This, we cannot do if we all get on our hobby horses—athletic physical fitness, health instruction, adapted-remedial, and others and ride off in all directions. It is agreed that some one must care for each of these but some one must care for all of them.

In the long run, you cannot get anything enduring by dictator policies but we discovered that standards, not required by any agency were attained but 24 per cent whereas standards required by the State High School Athletic Associations and another agency were 58 per cent effective.

Brace's study, when the school were militantly working for physical fitness, revealed that 50 per cent of our high school youth were getting no physical education. Following up that lead, we calculated that nationally our high school youth *averaged* about 20 hours of physical education in their high school career. Total fitness cannot be obtained in that small amount of time. The Educational Policies Commission recommends that one sixth of the school time be devoted to welfare activities.

We Must Work for Broader Objectives

We must all work for physical fitness, sports skills and habits, sports knowledges and understandings, and sportsmanship or ideals and attitudes related to sports. We must not say, as did a college teacher working for the doctoral degree, "I teach sports skills, period!" It is natural that there will be varying emphases in classes, programs, and activities.

What we need is to coordinate and do better the things we already know we should do. We don't need a new section, a new emphasis, we need a re-emphasis in a concerted and continuous manner.

There is a Need for Improvements

We must improve physical fitness and total fitness by improving our school health and physical education programs. A seven year study of over 3,000 school programs in 25 states has substantiated the following findings: We are in general but 28 per cent effective in meeting the standards for good health and physical education programs. The aspects of weakness are: organization and administration, 43 per cent; athletics and intramural, 42 per cent; supplies and equipment, 34 per cent; health service, 31 per cent; outdoor areas, 31 per cent; locker and showers, 31 per cent; indoor areas, 28 per cent; the class activity program, 26 per cent; swimming, 5 per cent; and adapted-remedial work, 4 per cent.

The girls' programs are better than the boys by 4 to 9 per cent of possible, white programs are superior to negro programs by about 4 per cent of possible. Northern programs appear on the average to be superior to southern programs and demonstration and practice schools are superior to regular public schools. Small schools and schools in small towns are as a class invariably below the meager average attainment we *have* made.

We know, also, the specific items of standards and the influence of school size and town size upon each but that is not the province of this paper.

Attainment of Standards Assures Fitness

All evidence points to the fact that better student attainment is associated with schools meeting program standards. Dr. H. D. Whittle in Oregon found that elementary school pupils in schools rating high on the standards for our program were significantly superior in fitness measures. Dr. R. A. Calhoun in Indiana came to similar conclusions for boys in superiorly, averagely, and inferiorly rated high school programs. Dr. J. J. Rice in Wisconsin found even more striking evidence of superior student achievement in superiorly rated schools, average achievement in average schools, and inferior attainment in inferiorly rated schools.

In conclusion, we know already what to do. *We must inform administrators and communities of the needs. State departments and other educational agencies must support us in attaining these standards.* When we meet necessary standards, we can be assured that fitness will be attained if we cooperate and care.

Research In Human Relations

Earle F. Zeigler

WITH THE EVER-INCREASING number of graduate students in our field, there are ample opportunities for research in human relations and administration through use of the case method. Although methods of research differ a great deal in their specific application, basically this clinical research would follow the same steps of observation; recording observed data; generalization to theory formulation; and testing the new generalizations through further clinical observation.

Since little experimentation of this type has been conducted in physical education, students would of necessity need to acquire a background in clinical research and case writing. A number of professors in the various colleges and universities offering graduate work and quite familiar with descriptive and observational research, and could easily adapt their thinking to the case method approach.

We can get some help from the excellent chapter on "Survey Methods" by Karl Bookwalter in RESEARCH METHODS APPLIED TO HEALTH, PHYSICAL EDUCATION, AND RECREATION, which is published by our professional associate. A section of this chapter treats the "Case Study Survey Technique" at considerable length. This can be very helpful, although it is not geared specifically to this particular approach.

Suggested Areas for Research

A number of our students, who have no special talent in statistics and its methodolgy, may find the case method of research intensely interesting. Here we are concerned with the analysis of qualitative factors that simply cannot be measured by statistical treatment. This type of research may still be scorned by some as unscientific, but it has long been recognized by social scientists, and it is gaining ground yearly. There does appear to be a danger in attempting to discover a positive coefficient of correlation for everything in life.

In the past twenty-five years America's industrial world needed a type of research geared to the human relations of administrative problem situations, which would offer practical solutions to many of its problems. Harvard University went right to top and has assumed this eminent position because of the foresight of its leaders. Its School of Education has followed this lead and has been recognized in the field of educational administration.

For some reason the field of physical education has been slow to keep abreast of this development, although there has been much talk about "democratic administration." It has been this author's opinion that we could profit a great deal in our various programs by the application of many of the "currently useful generalizations" which would be apparent from the discussion of similar "cases" in in-service training on our staffs.

We could use a great deal of research that would contribute to fundamental thory and practice in our field. Bauer offers an analysis that can be helpful when he suggests that this research must provide for the following:

This approach could be applied easily to the many areas of our field in which elements of administration exist in varying degrees. The working relationships between men and women in our field often become very complex because objectives seem to differ. Supervision at the elementary level has many intricacies which need investigation. Similar problems are in evidence with the various administrative areas of our programs at the junior high, high school, junior college. university, and post-graduate levels. These op-

portunities for clinical case method research abound perhaps even more in health education and recreation. All these areas deal specifically with human relations. The evidence which is in from the field of business research proves that we can get immeasurable help from this method.

Clinical Research in Human Relations

The social sciences have not been fortunate enough to have the same foundation as the natural sciences have for the gathering of accurate data, but the time has come when the civilized world is being forced to study human relations in much greater detail. People are working in closer proximity to each other with resultant misunderstandings. The need for people to "get along" is so urgent that we are tending to forget that much preliminary careful observation is necessary prior to generalization.

When we attempt to study human situations, it is possible to get help from material that is available on interview and observation techniques in social research. Standard texts in research methodology treat the normative-survey method at length. Good, Barr, and Scates have devoted an entire chapter to the techniques of the interview, observation, and appraisal procedures. These types depend almost completely on the direct judgment of the researcher at the time when data is gathered.

Basically these methods help us ascertain what the prevailing conditions are, and to what extent they exist. In the case of the interview, the data is subject to certain limitations which relate to the experience, availability, judgment, and ability to express himself of the person being interviewed. Of course, case writers know that it is never possible to get all the facts. Development of the art of interviewing takes considerable practice and preparation, and may occasionally not be within the ability of an individual. Research interviews must be more than mere haphazard affairs, but probably should never follow set routines too rigidly.

Observation is a direct method of studying people's overt behavior. We soon realize that people often say one thing and do another. Some scientists would probably be unwilling to accept this type of observation as scientific investigation, but we must go ahead with this approach in certain types of research. Some behavioral aspects can be studied in no other way.

Before beginning investigation through scientific observation, the researcher must have certain definite things in mind for which he is looking. He must look for these things systematically and quantitatively, and should keep careful records of his observations by writing them down immediately. It is wise to work with an experienced observer at first, and it is always an excellent check for scientific accuracy to compare the results of several observers on identical situations.

Survey-appraisal procedures involving direct judgment usually classify according to subjective values. These are considered the least scientific, but they help us get closest to some of the innermost problems of people in a way that we could never measure objectively or formally. We are looking often for a listing of human values that will give us an insight into the reasons why people act certain ways.

Lombard gives us an insight into the make-up of the research case. Although not distinguishable from the write-up itself, the case really has two parts. Firstly, an attempt is made to record the observed situation in descriptive, narrative style. The situation is observed while it was actually happening. If it is reported accurately, it will describe the situation dispassionately keeping the focus on the issues of the present. Such a descriptive narrative can be used by others in the future. The second part of the research case, as distinguished from the teaching case, includes an analytic diagnosis of the important questions raised by the investigation.

If we are going to experiment with the case method for use in research, we will have to train observers and case writers over a period of time. Business now recognizes the function of the observer and case writer. Harvard and the University of Western Ontario have staff members who work full-time on case collection. Furthermore, when cases are carefully disguised, top executives have been given permission to use the cases in training courses.

It will take considerable time, however, before educational administrators will be convinced generally of the wisdom of this approach. In a case method text for teaching of human relations and administration recently completed by this author, no permission was asked for or granted except from the individual who submitted the material. That there is a risk with this approach must be admitted. Legal counsel indicated that there would probably be no danger provided the cases were factual in every possible way. Of course, it is important that they be disguised as much as possible without distortion of the basic facts. We recognize that this method of action is not ideal, but there must be a beginning.

CHAPERONE

One too old to get into the game but who still tries to intercept the passes.

HUSBAND

The man who lays down the law to his wife, and then accepts all her amendments.

The College Physical Education Association

William J. Schnitzer

THE SIXTY-THIRD annual convention of the College Physical Education Association was held at the Sheraton-Gibson Hotel in Cincinnati, Ohio on December 28, 29 and 30, 1959. More than one hundred and eighty-five members registered and approximately twenty guests attended the various meetings. The Association membership has reached the all-time high of seven hundred and seventy-one with thirty-one new members becoming affiliated during this convention period. Honored guests included: Dr. Carter V. Good, Dean of the College of Education and Home Economics, University of Cincinnati; Dr. Wendell H. Pierce, Superintendent of Schools, Cincinnati; Mr. Rudolph Memmel, Supervisor of Physical Education, City Schools of Cincinnati; and Mr. William K. Streit, Director of Health and Hygiene, City Schools of Cincinnati.

All Sessions were well attended with the participants indicating through their enthusiastic expression that the Association is continuing to seek methods and procedures whereby Physical Education may attain its rightful place in American education in an age of automation. Furthermore, it is the express desire of each member that physical education will continue to serve the needs of individuals and that individual fulfillment will remain in the forefront of educational objectives in the challenging years ahead.

The officers of the Association, C. O. Jackson of the University of Illinois, President; Ray Snyder of the University of California at Los Angeles, President-Elect; R. E. Jamerson of the University of North Carolina, Secretary-Treasurer; and Karl Bookwalter, University of Indiana, Council Member at Large, planned and carried out an excellent diversified program to satisfy the interests of the various members. This has been typical of the planning carried on by the officers of this Association, the oldest professional physical education organization in America.

The various section meetings and their respective chairmen were:

Basic Instruction: Lloyd Messersmith, Southern Methodist University.

Foreign Relations: H. R. Ryan, McGill University.

Teacher Education, (Undergraduate and Graduate): Louis E. Alley, State University of Iowa.

Intercollegiate Athletics: M. J. Gary, Western Michigan University.

Intramural Athletics: Paul V. Keen, University of Oklahoma.

Basic Research: Frank D. Sills, East Stroudsburg, State Teachers College.

The opening general session address, "Body Movement — Threading a Needle or Felling an Oak," by Dr. Gustav Eckstein, Professor of Physiology, the College of Medicine, University of Cincinnati, keynoted the convention. Dr. Eckstein, prolific writer of books and articles and recipient of honorary degrees discussed the motor activity of the human body from a physiologist's point of view. The subject of Body Movement was developed in the form of a succession of sketches, taken from a part of a forthcoming book.

In their entirety, the sketches would have explained as far as can be up to 1959 the way the living machine supports itself, then variously propels itself in its ordinary day-to-day meanderings, and its more specialized basketball, broad jump and shot put performances. This dynamics, in the sketches read, was pursued along the length of the nervous system, to indicate where the controls are lodged, how they play one upon another, and how they integrate the entire complex human machine. A single reflex was described in detail. Finally, the control was carried to the mind, that has its own motivations and methods for driving this body accurately through space. This entire area of thought has special significance for people in the field of physical education.

The first day's speeches and discussions were concluded by an all convention reception and hospitality hour held in the beautifully decorated ballroom of the convention hotel. Dr. Nancy Poe, Women's Physical Education Department of the University of Cincinnati, assisted by twelve professional women students from the University acted as hostess for the pleasant informal gathering. Approximately two hundred members, wives, and guests attended this gala affair.

Dr. C. O. Jackson, President, gave the opening address at the Second General Session. Dr. Jackson's speech, "Some challenges for C. P. E. A. Membership" was both informative and inspiring and should certainly stimulate each member to renew his faith in the importance of our profession.

One of the highlights of the convention was the banquet attended by approximately ninety-five members and guests. Dr. Ray Snyder presided and Dr. Delbert Oberteuffer with his typical eloquence and professional approach acted as toastmaster. The speaker was Dr. Edward J. Kennedy, Jr., athlete, educator—radio and television personality and currently Program Director for radio station WKRC Cincinnati.

Following his humorous introductory remarks con-

cerning the title of his speech, "Time out", he urged the members of the Association to be continually aware of and concerned with meeting the needs of today's youth through well organized and conducted programs of physical education for all. He emphasized this by pointing out very vividly the fact that history indicates the changes in the needs of mankind, i.e., at various stages through the progress of our civilization times have placed great emphasis upon requirements for writers, inventors, theologians, statesmen politicians, financiers, soldiers, adventurers, laborers and the like, but — throughout history there has remained one common denominator or need for all mankind; i.e., health and physical fitness. Physical well-being has always been an essential for leaders who help plot the course of civilization. In this connection Dr. Kennedy used illustrations from equation solving, composing, interpreting, translating and applying.

Dr. Kennedy suggested that possibly members of the Association themselves have not been firm enough in emphasising the importance of their function in the total educational scheme. The public, perhaps as well as other educators should be constantly reminded that an intense and even an overwhelming interest in physical education does not preclude an interest in, or an excellence in, things political, economic, religious, social and intellectual. Furthermore, the activities with which we are professionally identified need not in any way be made to justify themselves.

In making this point Dr. Kennedy asked the rhetorical question of just where this country and this way of life would be if we were suddenly compelled to do away with all games, sports, recreation, athletics, and such other leisure-time activities as are encouraged and taught or grow out of the Physical Education program? We agree with him that Physical Education thus conceived becomes a foundation value of our way of life and one of those facets of our living that we can ill afford to neglect or do without.

The speaker cautioned the members to be ever aware of certain by-product values of Physical Education that are often taken for granted. These he listed as teaching youth to:

Abide by a code or rules.
To work toward definite goals.
To meet challenges; overcome obstacles; develop loyalties; rebound from failure, frustration and defeat; develop a wholesome respect for the other person; contribute toward a team effort; react favorably to pressure; and to become "doers".

Finally Dr. Kennedy concluded his forceful and highly provocative talk by commending those present as real professionals in the field of Physical Education, on their position as strong, informed and dedicated leaders and contributors to our educational systems and asked that we attack with renewed vigor and with feelings of confidence in the importance of our positions, the challenges which lie ahead.

The Resolutions Committee chaired by Karl C. H. Oermann submitted the following revised desolution.

"Whereas physical education historically and currently is a phase of the American school and college curriculum contributing significantly to the development of American students, and

"Whereas there is always occasion for the improvement of any phase of American education commensurate with the needs of modern man and consonant with present day findings of the natural and social sciences, and because continuous interpretation to the other disciplines and to the general public is needed, and

"Whereas physical education, as is true also of other professions, cannot hope to grow and assert itself in the large world by recruiting only persons whose interests and talents are limited to the techniques and activity programs of the profession;

"Therefore, be it resolved that the College Physical Education Association commit itself and its membership to a policy of aggressively seeking to recruit into physical education an increasing number of young people possessed of ability and interests in the natural and social sciences, in the humanities, and in communication skills that equal, if not exceed their ability and interest in the performance and teaching of activities; and that such young people be permitted modification of their undergraduate curricula and be guided into graduate programs adapted to developing their special skills in the interests of research, philosophy, and interpretation related to physical education; and that the College Physical Education Association assign to a standing committee or to a special committee the task of waging a year-round program of stimulating the execution of this resolution and discovering and reporting specific illustrations of where and how progress has been made in its execution."

This resolution was passed by the membership at its business meeting on December 29, 1959.

Within the organizational frame work of the convention which included Standing Committee Reports, Presidents' Committee Reports and continuing Committee Reports, the Association membership paused to pay tribute to those devoted members, C. H. McCloy — University of Iowa; William F. Meredith, University of Pennsylvania; and Robert Clark, Oberlin College, who passed away during 1959.

The officers of the Association for the year 1960 are:

Raymond A. Snyder, University of California at Los Angeles, President;
Joy W. Kistler, Louisiana State University, President-Elect;
Marlin M. MacKenzie, Teachers College, Columbia University, Secretary-Treasurer.
King J. McCristal, Michigan State University, Council Member-at-Large.

The next meeting, the Sixty-Fourth annual convention will be held at the Willard Hotel, Washington, D. C.,-December 28 - 30, 1960 followed by the 65th in Kansas City, Kansas in 1961. Plan now to attend both conventions.

NOTE: The Association publishes a proceedings of each Annual Meeting which contains the complete results of all sessions. Copies may be purchased from Dr. Marlin M. MacKenzie, Teachers College, Columbia University.

The Heritage of Physical Education

Randolph W. Webster

FROM THE ANALYSIS of historical antecedents comes insight into the problems of today. The philosophy of this thesis is based upon the premise that to understand the present and predict the future it is necessary to study the past. We should analyze the facts for the purpose of interpretation but not for the purpose of giving advice.

Giving advice is dangerous, as shown by an English teacher who had given an assignment requiring the class to write an essay of four paragraphs. One little girl chose Socrates the Greek Philosopher as her subject. Each paragraph that she wrote consisted of one sentence:

Socrates was a great and wise man.
The people loved Socrates.
Socrates gave advice to the people.
The people poisoned Socrates.

Regardless of whether or not danger is involved by giving advice, people are much happier and stronger morally by making their own decisions.

The Plan

"The Heritage of Physical Education" will be developed under four phases: the origin, the meaning, the benefits of physical activities, and the methods from which the benefits are obtained.

Origin

Physical activity in some form or another is as old as the human race. Primitive societies employed it mainly for survival but also participated in it for recreational purposes as well. Subsequent societies added other attitudes or purposes, such as military, art, religious, scientific and social. The study of history indicates that physical activity in all societies has been purposeful. While it may not have been an end in itself, it always has served for some ulterior purpose. Sometimes it was conducted informally and sometimes formally, but it was not until modern times that it has advanced to an academic status and been included in a curriculum of study.

Meaning

There has always been a great controversy over what to call this form of physical activity; is it recreation, play, physical culture, physical training, physical education, athletics, or intramural sports? There has been a question of which came first and for what purpose. In recent years in the United States these folling terms generally have been accepted as describing the various forms of physical activity in our schools and communities; physical education, recreation, athletics, and intramural sports.

Other terms have been added, such as health education, outdoor education, safety education, and school camping. To some people these are considered as splinters or off shoots of the various groups just mentioned. To other people these are considered as being included under the original terms as, health, under physical education or vice versa, and outdoor education under recreation. This does not mean that the splinter groups are not important, they do serve a very useful purpose in our society. They do not supply, as a rule, the vigorous physical activity that the other groups do. Therefore, attention is directed here specifically to the original terms.

Physical education, recreation, athletics and intramural sports all originated and developed independently of one another. It has been only in recent years that they have been conducted in many high schools and colleges under one director and considered as a total physical activity program. All these activities had their informal beginning in the period from 1825 to 1885. It is difficult to pin point the exact dates from historical accounts. From the standpoint of formal recognition, however, athletics were the first of these groups to be conducted on an organized basis, when Williams defeated Amherst College in the first intercollegiate baseball game in 1859. The first intercollegiate football game was played between Princeton and Rutgers at New Brunswick, New Jersey, November 9, 1869.

Physical education was the second of these groups to be recognized, when the first significant program was initiated at Amherst in 1861 by Dr. Edward Hitchcock. However, it was organized in the private schools as early as 1825 under the name of gymnastics. In that year German Gymnastics were taught at the Round Hill School, at Northampton, Massachusetts, by Dr. Charles Beck.

Recreation was the third of these groups to gain recognition and had its beginning under the name of playgrounds, when the Massachusetts Emergency and Hygiene Association of Boston began sponsoring playgrounds in 1885.

Intramural sports were the last of these groups to be formally accepted. Intramural sports were participated in informally in the early part of the nineteenth century before varsity athletics were played, but were not formally organized until the early part of the twentieth century. The colleges were the first to develop a program when in 1913 University of Michigan and Ohio State University appointed an intra-

mural director. High schools did not initiate intramural programs until about 1925.

The Total Program

Physical education, by way of definition is a phase of general education which employs motor activities and related experiences in developing an integrated individual, mentally, physically, morally, and socially. It is recommended for all people, the strong, the weak, the handicapped, and for all ages according to their needs and interests. The purpose of physical education is to give instruction to students in the basic skills and knowledges of the various games and physical activities, as well as to develop that degree of physical fitness needed for daily requirements and immediate emergencies.

Varsity athletics are physical activities in various sports, conducted on a high competitive level between teams of different schools. They are for the students who have the ability and the desire to excel. Naturally, not every one in school can be on a varsity team. However, varsity athletics are a very important and useful part of the physical activity and educational program. if conducted properly, and are kept within limits commensurate with the value which they contribute.

Recreation is any wholesome, worthwhile, and enjoyable activity participated in by individuals during their leisure time. It may be physical activity as playing softball, or it may be a quiet activity, as reading. On the physical side, recreation in a sense, can be considered as the laboratory for using the skills learned in physical education classes. While it is true that there may be some instruction involved in recreation, the primary purpose is to participate for fun, and for re-creation.

Intramural sports are athletic games and physical activities which are either competitive or non-competitive, informally or formally organized between individuals, groups or individuals, or teams within the walls or confines of one school.This is just the opposite of interscholastic or intercollegiate athletic competition, which is between competitors of different schools. The situation in intramurals is similar to recreation in that they are played during free time for fun, are not required, and serve as a laboratory of the required physical educational program which is largely instructional.

All of these phases, physical education, varsity athletics, recreation, and intramural sports are important parts of a comprehensive physical activity program for high schools and colleges. No one phase is more important than another, because they all serve slightly different purposes. Combined together, they make a worthier contribution to the welfare of the individual than if only one or two phases existed separately.

Benefits

What then are some of the benefits that may be derived from a total physical education program? What are some of the contributions it makes? The main aim of all phases of physical education is to develop the most useful and worthwhile citizen. Today this means a citizen not only of the state and nation, but of the world. Physical education assists in helping this citizen to obtain total fitness, which includes social, emotional, mental, moral, as well as physical fitness. All of these are important and contribute in making a well-adjusted and integrated individual. It must be remembered, however, that the important thing in physical education is not the exercise but the improvement of the body-mind relationship. The strength of our country depends upon strong, courageous, industrious, and intelligent citizens. To have weak, soft and lazy citizens would weaken the framework of our society and hasten the downfall of our republic.

We must not make the same mistakes the Greeks did. They created the greatest civilization which ever existed and maintained it for a long time. But, when they let slackness, softness of life, and luxurious living creep into their society, when they wanted security and comfort more than they wanted freedom, they lost all: security, comfort, and freedom. Let's not let that happen here in this country! All forms of good, wholesome, and worthwhile physical activities, a complete and well-rounded physical education program including varsity athletics, recreation, and intramural sports will assist our young people in obtaining total fitness for useful citizenship.

Methods

If then, these are some of the benefits and contributions we seek, how may they be secured?

What is needed to make the best curriculum of study, the best program of physical activity in athletics, physical education, intramural sports and recreation is the whole-hearted cooperation of everyone concerned with the school community. This, then, is the story of the heritage of physical education, its origin, meaning and benefits. May this knowledge and information be one means, at least, to help stimulate the construction of more and better programs from which may come better citizens.

DIPLOMAT

A man who thinks twice before he says nothing.

Education — How Much And For How Many?

Alvin C. Saake

WITH EVERY INSTITUTION of higher education facing the wave of entering students in the coming years one hears on every side that we must raise standards to control the anticipated enrollments. It has been predicted that by 1965 the University of Hawaii will have approximately two and a half times its present registration. This ratio does not appear to differ radically from the anticipated increase in other state universities. How can we continue to maintain standards when present instructional staffs and facilities are already taxed?

Who Should Go

Educational leaders and many other citizens believe there are not too many students going to college. It may be that many of the students who are attending college should not be there, but less than one-half of the youth of college age with ability to do college work of satisfactory quality are not enrolled in any type of higher institution. The most challenging aspect of the problem is to bring into college the youth of ability and to adapt courses of study to their needs.

The President's Commission on Higher Education in 1947 indicated that forty-nine per cent of the youth of the nation had the intellectual capacity to profit by two years of college as it has been offered. The trend toward the community college has been an attempt by education to meet this need. The fact that the fifty-one per cent group will also become voters poses a problem that the community college does not attempt to answer. The National Educational Association recently revealed that seventy-two per cent of our eighteen and nineteen year old persons are not in school. The labor unions are tending to require a twenty-year age minimum so it is important for the welfare of our nation that education concern itself with the American youth of post-high-school age.

George Zook, chairman of the Committee appointed by President Truman in 1947, in speaking on establishing the goals for Higher Education said: "The danger is not that individuals may have too much education. It is rather that it may be either the wrong kind for the particular individual or education dominated by inadequate purposes."

Equal Opportunity

It is the responsibility of the colleges to develop the concept that the individual is a part of society and that he must exert his influence and utilize his training for the betterment of the community in which he lives. Once this evaluation of higher education is accepted the problem of how many attend college quickly disappears. Every graduate has a distinct responsibility to function constructively in society. Unfortunately the mental capacity of many students makes this a Utopian concept rather than a practical one. A democratic government has the responsibility to provide equality of opportunity in higher education regardless of race, creed, or color. The power of the ballot makes it necessary for educators as well as officials of the government to correct the serious shortages facing education on all levels. Before one can have higher education for all it is necessary to have adequate instruction and facilities on the elementary and secondary levels.

A recent report on Teacher Education and Professional Standards indicated the shortage of trained teachers, the need for buildings and the rising cost of education. These are but a few of the many problems that must be overcome before higher education for youth can become a reality. Radical changes would have to occur before a surplus of college-educated individuals is likely to occur in this country. We are increasingly aware that education is something that covers the whole of life and should not, therefore, be confined to youth. Our democratic society cannot go forward where the population is ignorant and illiterate. If we cannot educate the youth of the nation it will be impractical. or even impossible, to educate the adult population. The more we are educated the better our national welfare.

It is a known fact that interests and abilities differ. Not all individuals should seek admission to any one institution. Freedom of selection should remain with the institution as well as with the individual, provided that care is exercised in not discriminating on unworthy grounds. The purposes and facilities of an institution should determine whether it accepts an applicant or refers him to one better prepared to meet his needs. If evidence of average intelligence is held as a minimum requirement for the admission of high school graduates to college the feeling of "all come and be served" would be changed to "all come providing you are able to benefit by the experience".

Numerous studies indicate that lack of money prevents a high percentage of the most capable students from attending college. A survey conducted by the American Association of University Professors showed that less than twenty-five per cent of all high school graduates enter college. Public and private funds are just beginning to be used to extend our

higher education program. However, this move is only in its infancy on a national scale.

Concluding Statement

All American youth who wish to go to college and can benefit by the experience should be admitted. Too few students are attending college to meet the needs of our democratic society. There is need for new programs of one, two, or three years in length to augment our traditional four year curricula. Education for living is an important facet of general education. Modern guidance programs are encouraging students to defer specialization until they are fairly certain of their capabilities.

The shortage of teachers, the inadequate school plants, the increase in population, the high cost of education, the evaluation of the curricula, the products of college education. and the objective measurement of the results of college attendance are some of the important issues to be considered before one can critically evaluate the idea that all American youth should go to college.

Certainly more knowledge is needed in these troubled times both at home and abroad. It would be a real achievement for "homo sapiens" if all American youth could look forward to going to college rather than to war.

The Second Guess

NOTE: *The following article appeared in the Denver Post Monday, February 16, 1959, as a "Second Guess" column by Jack Carberry. Mr. Carberry's excellent presentation merits your attention to a matter of importance to all administrators, coaches, parents and players interested in educational athletics.*

At this congregation knows, I have been around the sports beat for a long, long time. And for as long as I can remember, I have listened to the cry of the loser, "We was robbed," to alibi his own or his team's shortcomings. But in all the years I have never witnessed, nor have I heard, anything approaching the complaining voiced nowadays not only by the spectators, but by players, and more especially the "teachers" of our athletics.

Maybe it is the times in which we live. Maybe it is traceable to a world in which there is a general distrust of leadership, in governments, and in business, and even in our social life. Whatever the cause, there is in the world of sports a growing disrespect for authority—the referees, the umpires, the linesmen and the judges.

Now, I am not attempting to put the "blast" on any individual or any particular sport. But I want to tell you the story the father of a 10-year-old lad told me—a story which I think should make every "teacher" of American games, coaches and players alike, reach a better understanding of their responsibilities.

The boy is a member of a South Denver Sunday School league. The team, as are the other clubs, is sponsored by the dads of the various congregations who provide the uniforms, pay the cost of hall rent, and other expenses. Coaching is provided by various church members who give considerable of their time. Officiating is on the same volunteer basis. Every effort is made to have the families of the players attend the games, the thought being that this will aid in producing "family togetherness"—a word we hear used, and overused, quite frequently.

This particular father, and his wife, attended one game last Wednesday night. Both came away shocked—and frightened.

During the course of the game their boy, along with his teammates, kept up a constant screaming, directing their remarks at the officials—berating them for their calls, and jumping up from the players' bench to emphasize their disagreement by gestures which have become all too familiar to basketball audiences everywhere—the holding of the head in hands, as though in agony; the holding of the nose and such cries as "You stink," and "You robber, you."

"I was tempted," said the father, "to go down and take my boy off the bench. But I feared that might break up the game. But when I got home I sat down with him and asked him what he meant by such conduct.

"Why did you act as you did—surely you know the referee, a good friend of ours, would not cheat your team, or any team? Did you really believe you were being cheated?

"I was not," the father said, "prepared for the answer I got."

"My boy said: 'No, I did not think we were being cheated—I like Mr. (he named the referee) very much, and he is a swell guy. But he was an official, and all the coaches on the big teams, and all the players on the Truckers and the college teams you take me to see, yell at the officials and make signs, and they are all good coaches and good players.' "

The boy named one coach in particular—truly a capable teacher of the game, but one given to histrionics, under the delusion I am sure, that he is adding "color" to the game.

"He (naming the coach) is the best coach in the world, and his players are the best players and they yell at the officials all the time."

One cannot help but wonder if coaches and players on the big teams, ever give thought to what their actions—not alone upon the playing field but upon the bench—have upon those who view them as their heroes.

It is serious business. This particular father was undecided as to what he should do. His first thought was to take his boy out of sports. If sports taught little more than disrespect for authority—and that is exactly what such antics as one witnesses in sports mean—then sports surely have lost all their value.

If an official is incompetent, be he volunteer in the little Sunday School league, or the well-paid referee on the field for the "big games," his future services should be dispensed with.

But the growing disrespect for authority being exhibited in American sports today cries out for corrective action also.

Monday there were 642 inmates in Denver's county jail; there were 73 boys and girls in Juvenile Hall; several additional hundred were in the state home at Golden. Why? Because 99% of them lacked all respect for authority—of teacher, of minister, of priest, of policemen, and of the laws under which we live.

Let us cut out the "play-acting" and play ball.

—*National Federation Press*

PATIENCE

The ability to idle your motor instead of stripping your gears.

DIET

A short period of starvation preceding a gain of five pounds.

FANATIC

A person who can't change his mind and won't change the subject.

—Winston Churchill

Who Can Teach?

Hester Beth Bland

THE SPOTLIGHT OF public interest recently placed upon the public schools and their product, also has been sharply focused upon the teacher education institutions—their philosophies, their faculties, their curricula, and their methods. This interest in many cases has been vitriolic—as the public schools, colleges, and universities have become the scapegoat, the whipping boy for all that is wrong in education. No one connected with the education of children has escaped the strong white light of criticism conjectured as to "Why Johnny Can't Read."

Many theories have been advanced for improvement, thousands of suggestions have been offered, and not a few hundred excuses have attempted rationalization of poor teaching we would rather not claim. It has been difficult to find even one issue of current periodicals or newspapers that has not devoted considerable space to the shortcomings and weaknesses of those entrusted with the grave responsibilities of educating our children and youth. Some say lengthen the school year; others shorten the school day; others revise the curriculum, to emphasize the basic sciences, and de-emphasize the behavioral sciences.

Now all of this, of course, is an expression of concern about the teaching ability of those engaged in education. And concern is good; often it is the basis, the beginning of improvement. Out of the chaos of criticism we finally merge with new ideas, new methods—even new philosophies that are better than the old. Unfortunately, sometimes the critics of our profession fail to understand that we, in this profession, are the most interested and the most concerned. Or if we are not, then we should be. We constantly strive to improve our products by first improving ourselves. But what makes a good teacher or "who can teach." For in the final analysis the heart of teaching is the teacher, the base of teaching problems rests on the teacher.

Should you be interested or willing enough to undertake the long and arduous task of compiling all that has been written on this subject, you would come up with an imposing list of sterling qualities of a good teacher. They have been superbly and wisely presented by the masters; they have been quipped about by the jokers, and one superintendent of schools listed the characteristics of the successful teacher as follows:

1. The education of a college president.
2. The executive ability of a financier.
3. The craftiness of a politician.
4. The humility of a deacon.
5. The discipline of a demon.
6. The adaptation of a chameleon.
7. The hope of an optimist.
8. The courage of a hero.
9. The gentleness of a dove.
10. The wisdom of a serpent.
11. The patience of Job.
12. The grace of God, and
13. The persistence of the devil.

All of you have studied these characteristics. You have taught them, written upon them, and talked about them. Many of the same ones would grace whatever listing might be compiled. For example, we assume that the teacher will have sufficient health. (And perhaps we should distinguish between health and handicap.) One of the most effective teachers in this city is hopelessly and helplessly confined to a wheel chair. Yet, his health is sufficient for the job he performs.

The teacher will be prepared—will possess at least a measure of knowledge—and will be aware of the world around him. He will have mastered some of the skills and the techniques; he will be neat and clean; he will be loyal, prompt, and dependable; and he must be of good moral fiber and command respect. Since standards for respect vary directly with the ideals of children, all good teachers are not necessarily good to all people. It is a matter of degree. We are affected by whatever is important to us. Remember that the delinquent—the little hood—looks up to the gangster. Great emphasis then should be placed upon the importance of the person the child visualizes through the teacher, and that this person, is one that young people can emulate safely. The good teacher will be fair and understanding, and will possess many, many more qualities that indeed are exemplary. But sadly, not all of these, nor any one of of them will insure what we seek to find—a good teacher.

It is not my wish to infer that we must cut teachers from a mold. If this were true, the deviate would be completely neglected. The great emphasis we have placed upon the need for individuality would be ignored, and the modern curricula which have been enriched and expanded to assist in developing children in accordance with their needs, interests, and abilities, would be of little use. We need all kinds of teachers because we have all kinds of pupils, and we will not need custom made teachers until we have custom made children. So our task becomes one of

identifying the intangible, of describing the indescribable, and pinning down, if we can, the illusive difference between those who can and who cannot teach effectively.

If imminent preparation, then, does not insure effective teaching, do we believe that good teachers are born and not made? Are we ready to accept that the best teaching is "Mark Hopkins on one end of a log and a boy on the other?" This is a disquieting thought—for does not this imply that our teacher education institutions are somewhat superfluous; that our modern methods are ineffective and that we need less educational preparation instead of more? Those of you who work in these areas *know* that teachers can be made—and made better.

Defining the quality that determines effective teaching then, becomes a process of exclusion rather than inclusion. It is difficult to categorize this quality but we can list a lot of things the good teacher is *not*:

1. He who keeps children dependent upon someone is not a good teacher.
2. He who is so narrow in his own mind as to think only his subject is important is not a good teacher.
3. He who believes his way is the only good one, is not a good teacher.
4. He who motivates the pupil only to limited activity is not a good teacher.
5. He whose goals or objectives are dangerous is not a good teacher.
6. He who gives pupils the tools to work with and stops there is not a good teacher.
7. He who squelches originality is not a good teacher—I mention this with reservation since we cannot allow originality without limitations—e.g. we cannot allow originality in spelling.
8. He whose main goals are:
   to earn a monthly pay check,
   to wear high style clothes,
   to see all the new Broadway plays,
   to read all of the recommended best sellers,
   to play the best bridge game in the community, or
   to be Mr. Jones in the neighborhood—is not a good teacher.

There is nothing wrong with any one of these, but they simply are not enough.

You who are educators know that there is a quality inherent in good teachers that can be fanned and quickened into life, and that you must give of yourselves to do this. What, then is this common denominator, this intangible thread? Is it not the ability to inspire, to magnetize, to stimulate reaction that results in superior performance? This quality is inspiration and as surely as life begets life, inspiration begets itself. The good teacher must inspire and as he inspires, he will produce a chain reaction. If I inspire you, you will react. If this inspiration is good, sound, solid, it does not cease. It will continue long after classroom days are over. It will extend into after school experiences and will last throughout our lives. It will lead us to govern present and future activities far removed from the subject and the classroom. Much of the subject matter we teach will be forgotten, but long shall we be remembered for the philosophies which direct our thinking and the way we live.

As teachers then, we have a responsibility to become inspirational teachers (and there isn't one who doesn't need to improve). To do this will require the coldest and most critical evaluation of ourselves and our teaching to learn if we can, where, why, and how, we have failed to be the best of which we are capable. If we are honest, this is the most difficult assignment we will ever undertake.

But evaluation in itself is not enough. The pay off is to do something about it. If our jobs are important to us, if we like what we are doing, improvement will be easier, since in all accomplishment, *desire* is the beginning. Then we must *plan*, and finally *work*. This is the only formula I can give *"D. P. W."* An excerpt from the writings of Reverend Jack Mendelsohn gets at the heart of this problem and offers some suggestions as to how to begin.

"When a young psychiatrist went to Sigmund Freud asking to study psychoanalysis, Freud told him he could learn only by being analyzed. This is reminiscent of Aristotle who said, 'Men come to be builders by building, harp players by playing on the harp; exactly so, by doing just actions we come to be just; by doing the actions of temperance we come to be temperate; and by doing brave actions, brave.' There is no way to be but to become. There is no way to achieve but to strive. We speak of the merit of practicing what we preach, but this is only half the story. It is necessary to practice first, and to preach only what has already been practiced. This is one of the hardest lessons of life."

As inspired teachers, we will divorce children from the need to hold anyone's hand. We will give them independence and individualism. We will open the universe to them and give incentive to take themselves there.

The best course of study, curriculum guide, or lesson plan to assist in becoming one who can teach is taken from the brilliant and unforgettable writings of Ralph Waldo Emerson who has said,

"The spirit only can teach. Not any liar, not any sensualist, not any slave can teach. Only he can give who has, he only can create who is. The man on whom the soul descends, through whom the soul speaks can teach love, purity and courage, and angels will open doors to him and bring him the gift of tongues. But he who teaches as books enable, as fashion guides, the cynics use, as interest commands, babbles, let him hush."

Throughout the history of educational progress, we have been confronted by many crises, and faced by many overwhelming problems. Yet our profession has survived, has grown, and developed extensively. Because of these critical periods, improvement has resulted. And these periods will come again, and it is wise to assume that we never will

be without problems. Many times they will be difficult and often we will be baffled for solutions and searching for answers that are hard to find.

We are aware that all of the problems in education will be most profoundly affected by the teacher. *The need for good teaching is the one constant factor.* Here is the opportunity for our greatest contribution. And we can not, dare not, fail. We constantly must search for those individuals—be they pupils in the primary school or in the final classes of college careers—who possess the rare ability to inspire—those who are capable of motivating others to greater accomplishment—these we must find, and encourage, and prepare for teaching. In this process we should be mindful of our needs for this quality of success, and ever hopeful that, in our efforts to encourage it in others, we also will develop it in ourselves.

Snappier Snapshots

D. B. Van Dalen

PHOTOGRAHPY IS A major communication media of our age. By developing storytelling skills with film and flash, educators acquire an invaluable public relations and instructional tool. A poignant picture on the bulletin board, in the superintendent's annual report, or in the Sunday paper may bring a desired result much more quickly than a speech or written article. Thus, laboring to learn the language of the lens pays educators rich dividends.

Photography is a powerful persuader of men, but it is not a fool proof method of communication. A poor picture of a physical education class, health examination, or dance program is merely an expensive space filler. It may even boomerang into an unpleasant publicity blast. Producing pictures that achieve worthwhile goals requires intelligent planning; it is not a haphazard and purposeless procedure.

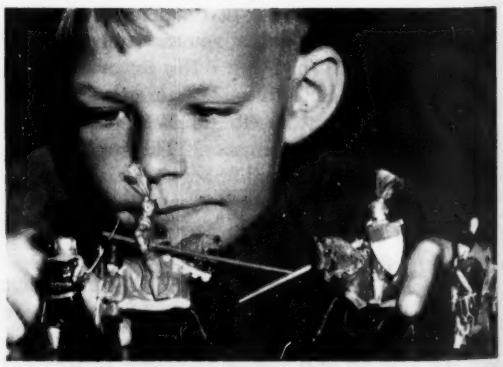
Instructors supervising action packed athletic, dance, recreation, camping, and health activities receive many requests for pictures. All too frequently they hurriedly secure a few students to pose for a shot and permit the photographer to work without any explanation of the particular project's objectives. By chance good results may be secured, but more often the pictures are uninteresting and lacking in meaning. To work with others in planning photographs that effectively present the health and physical education program, instructors do not have to be professional cameramen. They should, however, be familiar with some simple principles of photography.

1. *Tell a story.* Take pictures with a definite purpose in mind. Make the print tell a dramatic story without words. If too much explanatory material is needed to convey meaning, too little planning was done in taking the shot. A series of pictures showing the development of an event—tryouts, training, lockerroom activities, behind-the-scenes assistants, the big event—may be more interesting and meaningful than several shots of stars in the final production.

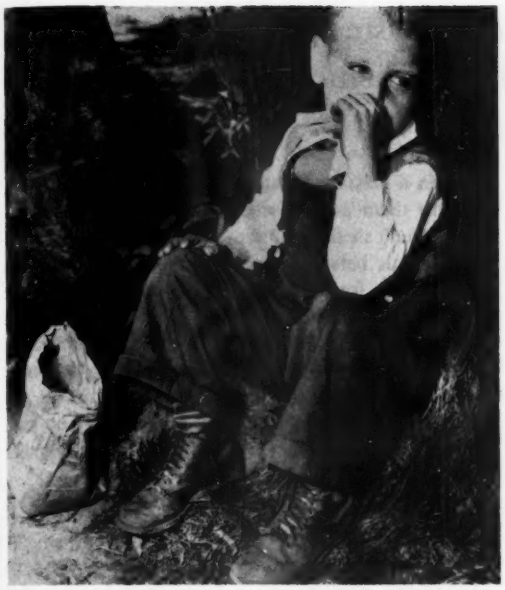
2. *Give it life.* Action shots capture attention better than formal, posed shots. Close-ups often have more visual impact than distance shots.

3. *Keep it simple.* Have one center of interest, one story to tell. If there is too much in the picture, the viewer is confused by the varied stimuli competing for his attention. Ruthlessly remove every unessential object from the scene. Keep the eye concentrating on significant items.

4. *Stress the center of interest.* Give the center of interest proper prominence through size, position, and lighting. Don't place the center of interest in dead center of the shot or let it dangle near the



Close-ups Bring Out Detail



Note Effective Use of Background Arrangement

edge. Don't split the picture in half with strong vertical or horizontal lines. Use diagonal lines to draw the eye to the center of interest.

5. *Check background and foreground.* Avoid an expanse of foreground and background that dwarfs the center of interest or does not add meaning to the picture. Make the background subordinate to the center of interest, but select one that is suitable for the subject and that subtely "points up" the main theme. Don't let the center of interest get lost against too "busy" a background.

6. *Give it unity and balance.* Avoid a chaotic, unrelated arrangement of objects in the picture. Strive to form unified, well-balanced and pleasing patterns.

7. *Contrast.* Have sufficient contrast in light and dark areas to result in clear, sharp images. A dark costume against a black curtain may not be discernable.

8. *Interesting point of view.* Forehead and waist-level shots are traditional but other angles may heighten the interest. Try bird's eye view of worm's eye view. By shooting through an archway, window, trees, or piece of equipment, you can put a natural frame around your picture that indicates scale and depth, sets the mood, and adds drama to the shot.

9. *Watch for errors.* Before permitting the photographer to shoot, check to see that sound health and safety practices are being observed. Poor publicity results from hastily posed shots of girls playing in messy uniforms, costume jewelry, or flapping shoelaces.

When a photographer comes to take a picture of the health, physical education, or recreation program, he usually expects the instructor to select the activity, scene, and situation. He will do better work if the teacher presents not only the people, props, and place to shoot the picture, but also acquaints him with objectives of the activity, the skills involved, the identity and characteristics of the performers, and the use and significance of equipment. Such knowledge enables him to see new dramatic possibilities and points of interest. He may realize that a shot of a player's grasp of a piece of equipment will tell a better story than a distance shot of the activity. Rather than taking a few peak-action pictures, he may see the possibility of telling a story with sequential pictures that reveal the various objectives the instructor is trying to achieve. Pictures possessing the greatest visual impact and meaning are a product of the cooperative creative efforts of the photographer and the instructor. Each man must have some knowledge of the principles, problems, and skills involved in the other's work to produce successful school snapshots.

Why Worry, Coach?

You are either a successful Coach or you are unsuccessful. Now, if you are successful you have nothing to worry about; if you are unsuccessful, you only have two things to worry about—you're either in good health or you're sick. Now, if you are in good health you don't have anything to worry about — If you are sick, you only have two things to worry about—you're either going to get well or you're going to die. Now, if you are going to get well you don't have anything to worry about; if you're going to die you only have two things to worry about—you're either going to Heaven or you're going to some other place. Now, if you're going to go to Heaven you don't have anything to worry about, but if you are going to go to that other place, you're going to be so busy shaking hands with old friends, you won't have time to worry.

The Coach, Sept.-Oct., 1959

Adaptation Of The Interval System To General Exercises And Calisthenics

Julian U. Stein

RECENTLY FIVE MEN ran the mile in less than four minutes. Last spring, a high school boy in Oregon ran this same distance in 4:13, setting a new national interscholastic record for the event. Hardly a major track meet takes place today that records are not broken. Many "record holders" of yesteryear would find it difficult to place in high school meets today!

There are many reasons for this tremendous improvement in overall performance. One of these has been the introduction of "interval training" into the practice schedule and routine of the track man. With this type of training he constantly is running *shorter* distances than the one for which he is training at *faster* speeds than his race pace. Through such a program he develops speed, endurance, strength, power and a positive psychological approach to his task on the track.

These same principles can be applied to basic and fundamental conditioning exercises and calisthenics so that more growth and development comes about from such activities. Even though less time need be spent in a specific exercise there are increasing benefits from them. We have used such an approach in these activities with regular physical education classes as well as our varsity and junior varsity track and cross country squads for several years with amazing results.

In such a program there are four variables:

1. The time that the exercise is given.
2. The number of times that a given exercise is accomplished in the given time.
3. The number of repetitions that the procedure is followed.
4. The rest interval between each repetition.

Virtually any type of exercise can be adapted to the interval system. One with which we have had particular success has been the sit-up. It is our feeling that many boys derive benefit from this and other exercises only by doing a great many repetitions. Needless to say, there is not sufficient time for such in physical education classes or in varsity or junior varsity practices. Within a matter of one and a half to two minutes, a boy can receive such a work load from an exercise through the interval system that he will have derived a great amount of good from it, since he will be working at "peak load capacity"—in this manner the characteristics that are desired are best gained from *any* activity.

When a class starts at the beginning of the year, you start them not too strenuously—three repetitions of "all out" sit ups for ten seconds with 15 second rest intervals between each repetition. The boy does the counting for himself and can observe his own improvement from day to day. Such improvement may be represented by doing a greater number of sit-ups in the three repetitions, or by doing a greater number in any one of the three trials. Just as the sprinter can only improve his time over the 100-yard dash so much, so can the boy increase his number over ten seconds just so much.

Next, we would add another repetition with the remainder of the timing staying as in the first stage. This increase might come after one, two, or even three weeks. This decision is based upon the progress of the class. The emphasis is still upon the improvement that the individual is making from day. As previously stated, this can be easily seen by having each boy simply count the number of sit-ups that he is doing on each repetition. In this manner whether an individual be the best or the poorest in a class he will be able to see progress and improvement. It is this achievement and objective measure of the increase that motivates each boy to progress to even greater accomplishment.

After a time as indicated above, we again alter the procedure. In this next change we either maintain the four repetitions of ten seconds with a reduction of the rest interval to ten seconds or have three repetitions of fifteen seconds duration with the rest interval remaining fifteen seconds. Gradually we increase to four repetitions of fifteen seconds duration with fifteen seconds rest, then reduce the rest interval to ten seconds. As the class progresses we work into twenty second repetitions with fifteen seconds interval at first, gradually reducing it to ten seconds. In some instances we use a combination where there may be a ten second test interval between the first two repetitions and then fifteen seconds between the last two.

Toward the end of the semester or year we use a great variety of combinations. Among these are:

1. Two to three 30-second repetitions with fifteen (or ten) second interval
2. Eight to twelve 5-second repetitions with five second interval
3. Combination of several different times and intervals (20-15-10-5 with intervals of 10-10-5; 20-20-10—10-5-5, etc.)

The possibilities of such a system are unlimited since any of the four variables can be changed to issue a new challenge to the students. As this new challenge is issued the desired qualities of the exercise are being accomplished to a greater degree. The beauty of such a system is that it can be further individualized by making slight changes for those of varying degrees of ability and conditions, as well as adapting it to a variety of exercises in the same period.

Through utilization of such a system we feel that a great deal more interest and enthusiasm has been generated in these activities and that the individuals are deriving much more benefit from such a system because of the emphasis upon *repeated all-out performance over short periods of time.* By using this approach, two years ago students in our junior high school classes surpassed students in senior high school classes in certain elements of our school physical fitness test. By the same token, last year our tenth grade students, using this system, surpassed previous tenth grade classes as well as eleventh grade classes in these same elements of our physical fitness test.

The interval system has proved its worth for track men and we feel in our physical education classes. Give it a try—you won't regret it nor will your students or athletes.

Alumni Attitudes and Skills In Physical Education Activities

Edward J. Shea

HOW DO THE consumers of a particular aspect of a college education evaluate their learnings when they view them in perspective? What knowledges, skills, and interests do alumni of a college or university find to be of value to them in the world in which they live?

The judgment of Southern Illinois University men alumni concerning their estimate of worth of a list of 28 physical education activities were secured through a survey involving 15% of each of the classes 1946 to 1955. The responses of 361 of 560 men securing bachelor's degrees during this period were registered in relation to the activities they had learned in college, those learned outside college, those they would like to have learned in college, and those they feel are valuable for use in after college years.

The results of this survey and the results of a previous study of the physical and recreational skill status of Southern Illinois University freshmen have served as a basis for developing a design for an improved program of education and service for Southern Illinois University students in the years ahead.

Traditional Activities

The activities were grouped into two classes. The first class included basketball, touch football, wrestling, boxing, softball, volleyball, track and field, gymnastics, and tumbling. These are the traditional activities, so called because they were introduced early in the development of the physical education program in the schools and colleges of the United States and have tended to persist regardless of their utility value in after college years. They are the activities which possess a close relationship to the American sports and games program and are the foundation for developing interest and skill in this aspect of American culture. More precisely, these activities serve as a means of exercise leading to the development of the physical aspect of the person; they stress cooperation through team play for the development of the qualities comprising good social and ethical conduct; and they develop those skills which produce general physical efficiency.

Such activities are still considered to be of genuine value because they serve to more completely fulfill purposes which characterize the total University program of Physical Education.

A study of the responses revealed that the greatest incidence of learnings occurred in the following order; gymnastics, tumbling, wrestling, volleyball, boxing, track and field, basketball, soccer, softball and touch football. Sixty-six percent of the alumni learned softball, basketball, volleyball, and touch football outside the college program—presumably in high school, community organizations, or in unsupervised play. Yet these same four activities occupy a position of prominence in the college program for men and tend to be repeated regularly.

Softball far outranked all other traditional activities in relation to alumni expression as to activities considered desirable for after college years. This response might be considered logical in view of the age range of alumni questioned and the relationship of interest in softball to baseball.

Carry-Over Activities

The second class of activities consisted of swimming and life saving, tennis. bowling, social dancing, square dancing, archery, badminton, handball, squash, fly and bait casting, boating and canoeing, golf, trap shooting, hiking and horseback riding. These activities have, in the earlier period of the na-

tion's growth, been associated with a leisure class. Only within the past decade have they assumed a position of prominence in the college program of physical education. This alternation in program serves as some evidence of the impact which changes in our social and economic culture may make in permeating many aspects of American life.

The nature of these activities is such that they admirably serve the purpose of leisure time pursuits; they are more compatible with the social graces of the times; they have a higher degree of relationship with the everyday life of citizens in a democracy; they serve better the wide variety of interests and skills among the college population; and they tend to offer a more substantial means for the after college person to assume a position of participant rather than spectator in the wide world of sport.

These activities far exceed the traditional activities as judged by the responses of alumni in relation to their personal preference of what they would have liked to have learned in college and what they consider are valuable for all men after college years. This observation reveals a rather glaring discrepancy concerning the pattern of courses that have been traditionally taught as against those which are thought to be valuable for use in later years.

Activity preferences in the latter group were ranked as follows:

1. *Swimming*—During their years of attendance at Southern Illinois University, this group of alumni had no swimming facilities available during the regular academic year. Yet, 94% of the group indicated this activity as a most desirable and valuable one. It is thought that the values such an activity possesses are readily recognized in terms of its use for self-preservation, recreation and sociability, as an ideal form of exercise at any age, and where needed, for humanitarian purposes.

2. *Golf.*—More than three-fourths of the alumni who play golf learned the skill outside the college program, nevertheless 84% indicated a desire to have learned it in their school years and consider it most valuable for use after college. Many supported an indication by statements concerning its value in the lives of business men and find it rewarding in view of its use for exercise as well as for social and business contacts.

3. *Bowling.*—The responses concerning bowling were nearly identical in number with those of golf. Few learned the activity in school because of the lack of facilities, however, 23% are now active in this sport and 83% thought it a valuable activity to be learned. The rapid increase of interest in league play of all age groups and the increase in availability of facilities in recent years have contributed to the awareness of values of bowling as a physical and recreational sport.

4. *Fly and Bait Casting.*—No alumnus learned this activity in the college program; 47% learned it out of school; 56% would like to have learned it in college; and 76% think it most valuable for use in the years which lie ahead. Alumni, no doubt, contribute proportionately to participating in the related sport in which the greatest number of Americans indulge—fishing.

5. *Social Dancing.*—Only 1% of the alumni learned this activity in the Southern Illinois University program yet one-half of them would like to have learned it here and three-fourths think it valuable for after college years. The activity ranks only slightly behind bowling and fly and bait casting in values judged important by alumni.

6. *Boating and Canoeing.*—This activity has not been offered in the regular college physical education program at Southern Illinois University. Its desirability by alumni parallels that of fly and bait casting and, no doubt, is closely related to the latter. A discovery of the pleasures and adventures of boating and canoeing in rather recent years, facilitated by the increased degree of mobility of the American people, have forced this activity into prominence.

7. *Tennis.*—This activity rank almost evenly with the three listed directly above. Only 14% learned the activity while in college, due undoubtedly to the scarcity of facilities. More than one-fourth would like to have learned it in college and 70% think it valuable as an activity for post-college years.

8. *Other Activities.*—The remainder of the activities of this class were ranked in the following order of preference; square dancing (58%), hiking (54%), horseback riding (48%), trap shooting (44%), archery (31%), badminton (31%), handball (26%), and squash (10%).

Representative statements of alumni concerning the values of physical education activities in contributing to complete and balanced lives in after college years were:

All students who hope to enter the business field or any field where they have to make contact with people should learn the physical activity that can generally be engaged in by all age groups of either sex. Knowledge of the more active sports are of little benefit after leaving the University.

I feel that physical activity is essential to mental and physical well being and a broad program of physical education aids the individual in selecting those activities he most enjoys, thus forming a pattern for later life.

Physical activity is necessary for good health and well rounded living—however, the most common reason for lack of physical activity is lack of skill or even elementary acquaintance with the various types of activity. The university should provide such skill or at least acquaintance.

The fast pace of today's business world emphasizes the need for relaxation. Personally, I have found that the most beneficial type of relaxation is gained through physical activities.

Besides body conditioning, the pure enjoyment of some activities which one performs well adds to peace of mind and to social acceptance.

Physical education is needed to counterbalance the physically inactive lives most of us lead in our vocations.

All people need diversion and this type is healthful and can be a family joy.

With increased mechanization and travel facilities, few of us have the opportunity of getting enough physical exercise to insure sound health unless we pursue a sports activity. The interest in a sport which governs our participation can be created or continued during our college years.

Sports develop co-ordination and physical fitness. I consider co-ordination and physical well being as the two things most necessary to give on the confidence most necessary for a success-business life.

Specific help in evaluating the curriculum in physical education, and good public relations are two outcomes of this study. Why not try this in your own situation?

Revival Of The Olympic Games: Is It Wise?*

IN SPITE OF the many broken bones and disfigured faces, to say nothing of the many fatal accidents that have attended the game of football in recent years, the popularity of athletic contests seems steadily on the increase. From the simple and healthy competition of class rivalry in our colleges, the spirit of emulation spread to intercollegiate games, in which the champions of the individual colleges met to contend with all the tremendous energy and fury of mortal combat. To this spirit of rivalry has gradually been added the incentive of international contests of more or less celebrity, such as the Henley regatta and the international athletics. And out of these arose finally the idea of reviving the old Olympic games.

This idea, once conceived, needed no arguments to bring conviction to the athletic world. It appealed irresistibly to the lovers of many sports. The very name Olympia brings before the imagination forms of classic heroes who met their opponents in the arena in honorable, manly contest and carried off the palm of victory amid the plaudits of the assembled thousands. Nor can we resist the conviction that the ambition thus aroused to gain the coveted prize was the means of bringing the human form divine to its highest development, and that in the ancient Greek we have the ideal perfection of that physical beauty.

The result of the suggestion was that in April last an international contest, known as the Revival of the Olympic Games, was held in the ancient stadium at Athens. Ten of the leading nations of the earth were represented, and we as Americans were justly proud of the fact that the United States carried off more prizes than any other nation. We exulted in the success of our champions, and proclaimed the glories of the Olympic Games in reviving the spirit of chivalry, awakening national pride, and consolidating peace and friendship among nations. We rejoice, too, in the stimulus thus given to athletic sports, and the cultivation of physical prowess and vigor.

This is all very well in its way, but the question arises, What is the effect of all this training and effort on the individual contestant? What does the physiologist say? Is it true that these benefits are all obtained only by the sacrifice of him who takes the palm?

"The Hospital," in an editorial on the physiologic cost of a boat-race, suggested by the recent Oxford-Cambridge race, says: "Speaking as judicially as is possible, a physiologist cannot, but express the conviction that every man in the two boats, except, perhaps, the two coxswains, must have been, to some extent, injured. In a definite number of cases, the injury is lifelong to individuals; and in every race every man can hardly fail to be more or less of a sufferer for a longer or shorter time. Such is the game, and such is the candle."

These arguments do not apply to all athletic games to the same degree, for in none of them, except perhaps the long-distance run, is the physiological strain kept continuously at the highest possible pitch of tension for so long a time. But the disastrous effects of overtraining and the supreme effort of the contest apply with equal force to all.

Train as systematically, as methodically, as scientifically, as he may, the supreme moment of the final struggle is, as a rule, too great a strain for the heart or the blood-vessel, and the record-breaker then and there too often puts the seal of a shortened existence upon his life. The records of insurance companies show that surprisingly large percentage of the college athletes — the heavyweights of the football team, the sprinters in the race, or the stroke oars of the crews — have a weakened heart or a diseased kidney, or both.

Recognizing, then, the fact that the contest is deleterious to those who take the active part, is it fair to encourage the college athlete to enter the lists and take upon himself these risks? These games are restricted to amateurs, and amateur athletes, in this country at least, are to be found almost exclusively among college students. The amateur is not like the professional, who has no ambition in life beyond his athletic prowess. The contest, to him, is but an incident in his preparatory career. If this training and this experience fitted him the better to meet the demands of his future career, it would certainly be a desirable preparation; but the average college athlete sooner or later enters one of the professions, and has nothing in his daily life to keep his over-developed muscular system and his over-taxed heart and kidney in condition. He is less able to meet the nervous wear and tear of a sedentary life than his more equally balanced, but less athletic comrade.

From the standpoint of the physiologist, it must be conceded that the college athlete is too young and immature to subject the functions of nerve and muscle and heart to the strain of a contest where so much is at stake as the world's record, the medal, and the palm of a great international contest like the Olympic Games.

*From "The Medical News," New York (1896)

EDITOR'S NOTE: Once again we have Grover Mueller of Philadelphia to thank for an interesting sidelight on an opinion expressed more than sixty years ago. This point of view is of course no longer accepted by either our leaders, or those in allied professions of medicine and physiology.

Stress and Strain

Alfred W. Hubbard

STRESS HAS ACQUIRED new meaning and popularity since Selye demonstrated that prolonged subjection to stressful situations produced pathological conditions in men and animals by upsetting the balance of the autonomic nervous system. This notable discovery traced many, rather diverse, pathological conditions to a common origin and removed much of the mystery concerning their cause. As a result, experimenters have turned to studying stress and the term is met progressively more in the research literature and in the literature popularizing research. Since any experimental conditions or living situations involving men or animals produce stress, this is generally merely a new word for old conditions and not a new condition either in life or in the laboratory.

Choosing the word "stress" for the somatic symptoms of pathological autonomic upset was both fortunate and unfortunate. Most people recognize a stress as something that produces a strain, so the choice was fortunate. Stress and strain have been used for years in engineering with precise meanings. Stress is the deforming force and strain is the deformation produced. Thus, choosing "stress" to describe the pathological symptoms was unfortunate because these are signs of *strain,* not stress.

Taking these terms from their mechanical context and using them to describe situations and the effects of situations involving living organisms has advantages, even though choice of the word "stress" rather than strain was unfortunate—if their meanings remain clear. Since any situation to which a person must respond places a stress on him either outside or inside the laboratory, we continually operate under conditions of *stress*—physiological, psychological and social forces tend to deform us. To some extent these external forces also tend to *strain* or deform us. However, the fact that we operate under conditions of stress and that these tend to strain us is not altogether detrimental, as we shall see shortly.

Stress = Strain

Although stress and strain are defined discretely in mechanics, many solid, physical objects subjected to a given stress tend to respond with the same deformation or strain. Of course, some materials are plastic or malleable, but the happy circumstances that many materials evidence a uniform and predictable strain, when stressed makes it possible to infer the stress from the strain, or to predict the probable strain from the intended stress, quite accurately. The fact that the engineer can predict what effect (strain) a stress will produce or what stress caused a given strain because of their determined equivalence or proportionately does not mean that stress is the same as strain. The cause and effect may be proportional, but one is not the same as the other. Even these materials may evidence cumulative deformation from long continued stress and may fatigue to the point of breaking, but these effects are pretty well known in modern engineering.

Modern engineering has, by long and careful study of the action of materials under stress, arrived at a point where these actions are highly predicable. In fact, engineering has "advanced" to the point where mechanical gadgets just barely outlast the guarantee period. We are not concerned here with this rather sneaky by-product of modern engineering (built-in obsolescence) but with two points, namely: first, stress differs from strain, and second, because in many materials cause (stress) and effect (strain) are closely related, strain can be predicted from stress or stress determined from evidence of strain (in these materials). Engineering is obviously not this simple, but by determining the stress-strain relations and fatigue characteristics of materials, the effect of various forces or actions on these materials becomes highly predictable. This precise predictability is envied by people in other professions, especially those dealing with people.

Man = Machine

Machines are valued for their dependability and we often wish that people too were predictable. But a major difference between men and machines is that people tend to be unpredictable. Physiologists, psychologists, and sociologists have determined how human beings tend to respond *on the average* to certain forces and actions affecting them. But a specific individual is often quite unpredictable (except for con-

fidence men). This failure to respond uniformly is inversely related to age and training—the younger and the untrained being less predictable, consistent and reliable. This variability of human response has advantages since people learn by altering old or producing new responses. Without the often annoying ability to respond inconsistently and unpredictably on the basis of previous performance, people could not learn or adapt to new situations. So without this variability of individual human response, this adaptability, or malleability to changing physiological, psycholgical, and sociological conditions, human learning and human progress would be impossible.

If variability and adaptability are accepted as basic qualities of human beings, differentiating them from machines, then an individual after a stressful experience differs from that individual before such an experience. The same person does not come out of a situation that went in. If he did, attempts to educate him would be fruitless and to the extend that he remains unchanged such attempts are equally fruitless. Thus man learns, adapts, or improves by upsetting old cause and effect, stimulus and response, or stress and strain relations. Learning or adaptation depends on malleability and means in one sense, increased productivity, and in another sense, converting elements of the situation to your advantage so that equal stress can be undergone with less strain.

Stress = Strain

An example of malleability or unequal stress-strain relations in human beings might help. A problem of fixed stress, such as running the mile, may be set for the individual. The untrained runner runs the mile in six minutes with considerable (or even maximal) strain, as evidenced by his physiological upset and the time it takes him to return to normal. But with training, the mile run in six minutes produces progressively less strain. The stress may be increased by asking him to run the mile faster, which is accomplished with no greater physiological upset (strain) than was experienced originally. Actually, running faster involves an exponential increase in stress, but the physiological strain remains essentially constant while the psychological gains in terms of satisfaction and the social gains in prestige increase. Further examples demonstrating that the stress-strain relationship does not remain constant in human beings would be superfluous since evidence of individuals improving under increased stress is legion. As the individual improves, the old stress produces less strain, or increased stresses produce no greater strain.

Aside from illustrating the characteristic unequal or inconstant stress-strain relations in human beings, the runner also illustrates the general principle that the human, motor organism improves with use. The human organism produces by using itself, tearing itself down, expending its energy, or by catabolism. But rest and recovery both restore and increases the potential for work and conversely, doing little but rest makes one fit to do little but rest. This is in marked contrast to machines. Overloading a machine burns it up. Overloading a human being produces a more productive individual—if intervals of rest and recovery are provided, but not if insufficient rest and poor recovery lead to progressive fatigue.

Stress = Education

Education is primarily a matter of subjecting maturing individuals to various, progressive stresses. Variety makes it possible to find the type of stress to which the individual responds progressively better. And the individual who improves with stress is given progressively more complicated and difficult stresses to build a better individual. A particular stress (or subject) may produce little but strain and develop an increasing aversion in another individual. The fact that certain individuals respond unadaptively to given stresses. develop deep-seated aversions, and become progressively more maladjusted with continuous stress is not a reason for removing stress from education. Education without stress is stagnation since adaptation to various stresses with less strain is only possible when stresses are applied. Stress in life and education is inevitable, essential, and potentially valuable—but also potentially dangerous.

Thinking that stress *per se* produces breakdown is fallacious since stress leads either to a better or a broken man. The stresses to which man adapts produce improvement. Those which result in continued or progressive strain, deformation, and unrestored upset of the organism lead to breakdown and pathological or psychosomatic symptoms. Men and animals subjected to persistent, progressive, protracted stress without rest and recovery can be broken down and permanent maladjustment or pathological symptoms of strain and emotional upset can be produced by forcing an attack on an unsolvable problem, by not permitting (or punishing unduly) variability of behavior, and by blocking escape.

Many problems, unsolvable at a certain time, become solvable with maturation, experience, and proper basic training. The student need not search un-

aided for the right response and the socially acceptable way out can be indicated or rewarded when it occurs. Thus the same factor, *stress*, may lead to pathological symptoms, emotional upset, and fixed abnormal behavior, or to a better organism, more efficient operation, and the ability to discriminate and adapt to changing situations by meeting increased stress with less strain.

Undue Strain

The teacher must put stresses on students to produce adaptation and learning (and the students reciprocate). Part of teaching is knowing the stresses to apply, the subject matter, or the problems in an area, and part is knowing how students can meet and overcome these stresses, or knowing the effective answers, the solutions, and actions to be developed. But the art of teaching is also knowing how rapidly progressive stresses can be applied and, more especially, when to apply and remove stresses so that the optimal, desired deformation results without undue and unproductive strain. When either the student or the teachers loses malleability and becomes rigid and unyielding, upset is inevitable and permanent injury is possible. Where stress is inevitable and strain is normal, rest, relaxation, and a change of occupation provide the organism a chance to rebulid better.

The danger signals of breakdown are not signs of stress or strain as such, but signs of *unrestored* strain —progressive decrease in productivity and failure to rebound and rebuild better with rest and recovery. Oddly enough, the apparent immediate "cause" of an upset is generally wholly unrelated to the underlying, unrestored strain that actually causes the breakdown. Any spark may set off an organism ready to erupt. This makes human relations intriguing, if somewhat unpredictable and inexplicable.

Concluding Statement

The danger of continuing, or generalizing on, Selye's unfortunate choice of stress as an underlying common cause of human ailments is not one of perpetuating a semantic error. The real danger lies in the misunderstanding that results from thinking that stress causes pathological breakdown of the organism. This leads to the general conclusion that, to avoid breakdown, all or as many as possible of the stresses that accompany modern life and education should be removed. A primary fault with education in these United States is that it does not stress (in either sense) the intelligent student sufficiently. Although referring to temporary deformations of the organisms as strains, would be preferable, the vital point is that stresses and strains *per se* are not necessarily dangerous and detrimental, but essential and potentially beneficial. Conversely, the early warning signals of progressive, deteriorating, unrestored strain are important in both medicine and teaching. These indicate that a change in regimen is desirable.

As A Physical Educator I Will Strive

Ann E. Nolte

To consider as a sacred heritage the science and philosophy upon which my profession of physical education is founded; to provide, within the medium of the physical, experiences in developing a foundation of movement skills; experiences for organic development; experiences in fostering better human relationships through contact in game and play situations; experiences in understanding the democratic way of life by working as a member of a team in assuming responsibility for its performance; experiences in reflective thinking by relating game and team experiences to everyday life; experiences in developing ethical and moral values by making use of the inherent opportunities in physical education. I will live in common agreement and understanding with my co-workers in health, physical education and recreation and share my understandings and knowledges with them. I will look upon their professional problems as my own and impart assistance without thought of personal gain. I will try to interpret the aims of physical education to the school and community and work sincerely toward the ultimate good of the individual within society. All information, both personal and professional in nature, which may come to my knowledge in the execution of my work with others I will use with discretion. I will keep abreast of the changing times—keeping alert to new ideas and their possible uses in physical education—reading and listening diligently in the areas of social, emotional and physical growth. I will strive daily to achieve a high degree of worth and purpose within my personal and professional life. These precepts shall be my guide so long as I remain a physical educator.

From: Ohio Interscholastic

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment wll increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Basic Methodology For Teaching Athletic Games

ATHLETIC GAMES including individual and team sports are an integral part of physical education curricula beginning at the upper elementary school level and continuing on through high school and college. When the physical education program is based upon a sound "instructional" philosophy a pattern of teaching athletic games can be established. A general pattern of teaching helps both teacher and student because it tends to bring consistency and stability in instruction.

Before embarking on a discussion about methodology a few comments relative to background seem appropriate. The development of fundamental skills during the time children are in elementary school is the basis for teaching the sport skills (fundamental skills with specific applications) used in athletic games. Children need to develop skill in throwing, catching, running, jumping, dodging, striking, and kicking during their elementary school experiences. This is the sound background they need for more advanced motor learning which is required in athletic games.

Basic Method.

A modified whole method is applicable when teaching athletic games. The whole method is a flexible one which suggests using the *largest whole possible.* Athletic games are sufficiently complex to prohibit teaching of the whole game at once. A modification is recommended which does not violate the basic premise of the whole method. Introduce the new game briefly in order to show students what the whole game is like and to provide a reference for understanding the use of the skills in the game. A film or blackboard demonstration may be used for this purpose. When the idea of the game is clearly established in the minds of the learners, the important skills may be presented. Then enough of the game skills are taught so a modified game may be played. This should be done as quickly as possible because each skill should be learned in relation to its use in the actual game. The modified game is a test of the skills learned and serves to measure the amount of practice necessary to make effective play in the regular game possible.

The game of volleyball may be used here for a brief illustration. Teach the two hand chest pass and practice the pass using several drills. A circle keep-up or a scuttle pass drill would be the appropriate type. Then go into a modified game that starts with a toss rather than a serve and requires not more nor less than three passes on each side of the net before the ball is passed over the net. The major deviations from the regular rules are that the ball must be hit three times, only the two hand chest pass may be used and a toss is substituted for the serve. A modified game of this sort emphasizes the skill of passing and keeps it within the context of the regular game. As new skills are learned further modifications may be made to stress the correct use of the skills in the game.

Playing the complete game as soon as enough skills have been learned is important because the emphasis is upon the integration of the parts into the whole. However, the competitive element of the game must not be permitted to interfere with the learning of

correct skills. A skillful teacher should be capable of judging when competition is interfering with learning and take appropriate steps to obviate the difficulty.

Use of Drills.

In physical education a drill is a pattern of movements devised for the purpose of exercising or improving specific skills. There are simple one-skill drills and more complicated multiple-skill drills. The goal to be achieved in a particular situation determines the complexity of the drill which is to be used.

Several practical principles regarding the use of drills have emerged from experience in teaching athletic games.

1. *Emphasize drills at the beginning of a new teaching unit.* Drills offer controlled practice when learning new skills and predominate in the class procedure. Unless the teacher is sensitive to class response the drill may become a dull, perfunctory pattern response. It is quite natural for students to want to play the game as soon as possible and they become impatient unless the instructor skillfully leads them through a purposeful sequence of drills. Students, at some time in their early experiences, should be shown the importance and function of drills and how they relate to the process of motor learning. They should understand why drills are necessary.

2. *Gradually increase the amount of class time devoted to the game situation.* The proportion of time spent on drills each class period can be decreased with a shifting of balance to the game. It is possible to play a modified game as early as the first class period of a new unit if progress in learning the necessary sport skills is rapid. At the end of a teaching unit most of the class period would be utilized in playing the regular game.

3. *Begin each class period with drills.* Drills may be used for warm-up and for valuable review. During this time attention can also be directed to points which require constant emphasis. Preliminary drills at the beginning of a class must be covered without loss of interest or enthusiasm for playing the game.

4. *Select drills of increasing difficulty to maintain interest.* Refinement of drills makes them more difficult and more challenging. A diversity of drills can be devised for nearly every sport skill. The multiple-skill drill probably is the most challenging and most interesting type.

5. *Return to drills when play becomes ineffective due to poor use of game skills.* Ineffective play provides a "teachable moment" and offers excellent justification for using controlled practice to review and to improve skill. This procedure might be considered an attempt to develop a proper respect for skill and to demonstrate its role in enjoyable participation.

6. *Offer extra attention to players who have a low level of skill by grouping them temporarily and organizing special drills.* After these players have had the benefit of special instruction and extra practice and return to the game with the other members of the class, the total performance is usually vastly more satisfying to all concerned.

It is a difficult task to condense teaching techniques and methods because nearly everything concerned with teaching is relative. However, basic methodology for teaching athletic games presented in capsule form can be a skeleton upon which sound teaching procedures are built. The instructor must adapt methods to meet the needs of a particular group in a particular place at a particular time.

When We Play Will Our Fans—

enhance the reputation and prestige of our school and our community?

prove their love for good competition and the game itself is superior to a demand for victory at all costs?

respect at all times the decisions of the officials?

stimulate the team to play to the best of its ability?

loyally support the team in victory or defeat?

bring good will and respect to our school and community?

improve the friendly relations existing between the schools, the communities, and citizens in general?

create a better understanding of the standards which govern inter-school athletics?

—*Minnesota Bulletin*

Edited by C. O. Jackson

Physical Education In Scandinavia

Charles A. Gray*

NOWHERE IN THE WORLD will one find enthusiasm for physical activity stronger than in the Scandinavian countries. A heredity that is inspired by Viking legend, a driving thirst for independence which historically accelerates interest in a physically fit body, a topography that serves as a constant challenge, and a climate that is sometimes relentless combine to make the hardy inhabitants of these countries vigorous exponents of the active, outdoor life. This enthusiasm may be described by an old Nordic statement figuratively translated as: "One is never too old to play, but when one stops playing, one is too old."

Norway, Sweden, Denmark, and Finland share similar viewpoints on physical education. This area has been a spawning ground for many influences that are still popularly accepted and practiced in physical education. Leaders such as Nachtegall, Lindhard, Bukh, and Bertram in Denmark, Ling in Sweden, and Pihkala, Collan, and Bjorksten in Finland have had a profound influence throughout the world.

SPORTS FEDERATIONS

Physical education in the public schools is supervised by the Ministry of Education in each country. As an expression of knowledge, physical education stands on an equal basis with other subjects and is compulsory for all school children. Teachers of physical education in the primary school (ages 7-14) require no special training beyond that given at the teachers' training colleges, but those instructing physical education in the secondary-grammar schools (ages 14-19) must have a degree from the State College of Physical Education. This special training consists of a one or two year program, with each country having but one special college for physical education.

Gymnastics still serves as the basis of physical education, but no longer does it constitute the total program. Leaders in the countries readily agree that gymnastics alone can never be justified as a complete system of physical education but that all sports are complementary to each other and all must have a place in a sound and rational program. In September, May, and June, association football (soccer), track and field, cross country, handball[1], and orienteering[2] are included in the program, while the long winter months are primarily occupied with gymnastic exercises and heavy apparatus work. Occasionally basketball, skating, skiing, swimming, and handball are combined with gymnastics when facilities are available.

Soccer Enthusiasts

The average gymnasium in Scandinavia is completely equipped for an extensive program of gymnastics. Stall bars, beams, bucks, horses, springboards, boxes, parallel bars, and rings give an impression of orderly usefulness. Team games which receive heavy attention in the American system will always run into handicaps in these countries as the average gymnasium is but eighteen meters by eight meters (56′ x 28′ x 25′). Many schools either do not have a gymnasium or use somewhat inadequate rented structures for indoor physical education. From 1940-1950, no new gymnasiums were built in Sweden due to the war and postwar influences. Similar shortages are reported in the other countries. Within the past few

*Mr. Gray, Director of Athletics at Blackburn College tells of some observations during his sabbatical.

Swedish Girls' Class

Finnish Folk Dance (YMCA)

years, numerous new modern gymnasia have been built throughout Scandinavia and this movement will grow as more and more public funds are available.

The Scandinavians jealously guarantee an opportunity for all to enjoy activity by insisting that the facilities of the public schools be available to the public when not specifically used for school activities. In Denmark, for example, School Law No. 163 (June 7, 1958) states:

"1. At each school which teaches children above twelve years of age, a gymnasium with dressing room and bathroom must be built and either the playground should be extended to such a size that it can be used for ballgames or the municipality must in another way supply possibilities for the children to play games and sports. 2. Each municipality must supply a well situated, larger ground for games and sports for schools and *grown-up youth*. 3. Exemption from fulfillment of (the preceding) can be given only when it is proved to the Minister of Education that the pupils of the schools and the grown-up youth have been given possibilities for using a gymnasium or sports grounds in another way."

In numerous schools, schedule sheets indicate specific reserved hours for gymnasiums and swimming pools from 7 a.m. directly through 10:30 p.m. This includes a full day of activity on Saturday and Sunday afternoons.

No regular varsity athletic programs are sponsored by the schools although an occasional track and field meet, soccer, or handball match may be held between schools in the same city. Major emphasis is placed on demonstration days when all the classes will demonstrate their powers in a specific activity before an appreciative public.

SPORTS FEDERATION

In each country, one or more central governing bodies coordinate competition in all sports and serve to regulate sports activity through the country. This system has as its basis a number of clubs or groups of clubs competing in several or only one sport. The Norwegian Confederation of Sport (Norges Idrettforbund) has approximately 350,000 members who belong to one or more of twenty-eight branches of sport. The Danish Sports Federation (Dansk Idraets-Forbund) supervises thirty different activities for its 500,000 members. The Danish Rifle, Gymnastics, and Sports Association and the Danish Gymnastic Association are smaller in scope and derive their membership primarily from the country people.

The Swedish Sports Federation comprises thirty-four different sports organizations and directs a total membership of just under one million members. In Finland, four organizations, the Gymnastic and Athletic Union of Finland, the Workers' Athletic Federation, the Swedish Central Athletic League, and the Finnish Ball Federation, organize competition and activity for a total of 850,000 members. Approximately 35% of the total membership of the Sports Federations consists of women. A far greater emphasis is placed upon the encouragement of competitive and recreational activities for women in Scandinavia than in America.

Throughout Scandinavia, the fundamental idea in sports and athletics is that of amateurism. Local leaders and instructors are trained by the central organizations and in most cases serve without pay. This ability to obtain voluntary leaders is the core of the thriving sport movement in these countries. It is interesting that professionalism is practically non-existent in Scandinavia. Norway is reputed to have several middleweight boxers, Sweden has the current heavyweight champion, Ingemar Johannsen, and several other boxers, while Finland also has several professional boxers. Sweden is now walking a wobbly tightrope in soccer as generous expense reimbursements are allowed the better athletes for their performance in the major soccer league. For the most part, however, the words of Professor Emanuel Hansen, Rekt-

[1] Not to be confused with American handball. European handball is played indoors and outdoors, with a ball approximately 16" in diameter thrown through a vertical goal at each end of the playing field.

[2] Cross country, with map and compass.

tor of the Physical Training Teachers' College in Denmark, in his book, "Sports in Denmark," will summarize the refreshing and vital Scandinavian approach to physical education.

"Our object must be the retention of the interest of all young people in sport as a pleasant and refreshing recreation. It lies with the future to maintain this broad basis. The demands of international sport for ever greater performances threaten to turn sport into channels where the great majority of young people are unable to follow it. Sport is a twin brother of play; herein lies its value, for herein lies its potentialities in the service of education and recreation. The words attributed to Herbert Spencer are profoundly true: 'To play billiards well is the mark of a gentleman; but to play too well is the sign of a misspent youth.'"

Guide To Better Teaching Of Physical Education

Charles Lees

MAKE AN ACTIVE attempt to offer a challenging and enriching program of activities in which each child has an opporunity to create, to play and to accomplish according to his own interests and highest potentialities. Try to provide a well-organized cumulative sequence of successful physical education experiences that will give the child the power he needs for wholesome self-expression.
Employ the following in your teaching:

a. imagination
b. restraint
c. self-control
d. patience
e. punctuality
f. industriousness
g. cooperation
h. optimistic, cheerful attitude
i. loyalty
j. personable attitude
k. inspiring manner
l. finesse in handling of the students

Avoid:

a. rages
b. scoldings
c. browbeatings
d. corporal punishment
e. sarcasm
f. imposing of adult standards

Class Management:

a. be careful in planning and organization
b. check physical conditions of room
    1. proper ventilation
    2. adequate lighting
    3. cleanliness
    4. safety precautions
c. offer vital and capable leadership
d. employ democratic techniques
e. maintain adequate order and control
f. have facilities for lesson available
g. observe care of property
h. watch economy of time and energy

Class Lesson:

a. organize lesson in logical arrangement
b. direct efforts toward securing and holding the student's interests
c. provide for spirit of friendliness and helpfulness
d. place emphasis on purposes, achievements, standards, objectives
e. direct efforts toward creation of a favorable mental attitude toward the learning processes
f. provide for development of skills to be used in leisure time pursuits
g. base lesson on the interests, needs and capacities of the children it serves.

Edited by Cecil C. Franklin

With this issue we welcome a new editor, Cecil Franklin from Southern Illinois University at Carbondale. "Cec" has long been active in organizing and calling square dances not only in his own area, but is always in demand for similar challenges at conventions and meetings elsewhere. We understand that he will welcome any contributions which our readers may make both in the area of square and cowboy dancing, as well as folk and social dancing. Inquiries should be sent to Dr. C. C. Franklin, Men's Gymnasium, Carbondale, Illinois.

MINUET

GRADE LEVEL: Kindergarten—Grade 1

TYPE: Folk dance

BASIC STEP: Pointing, step, bow and curtsy.

FORMATION: From large circle, partners hand in hand, going counter-clock-wise. Boys on outside and holding girl's hand shoulder high.

DANCE:

1. Point with right foot three times, step step and stop.
2. Point with left foot three times, step, step and stop.
3. Point with right foot three times, step, step and stop.
4. Partners face each other, girl curtsies and boy bows.

1-4. Repeat.

5. Boy's left hand holds girl's right hand, walk around each other in a complete circle counter-clock-wise. Change hands.
6. Boy's right hand holding girl's left hand, walk around each other in a complete circle clock-wise. Change.

5 and 4. Repeat.

1-4. Repeat.

SOURCE:

Music — Minuet from Don Juan by Mozart.
Steps — Gaynelle Ames, Centralia Kindergarten.

WHOA! LITTLE HORSES

GRADE LEVEL: Kindergarten to 3rd Grade

TYPE: Activity record—a clever series of songs that children will like to sing.

FORMATION: Children might be just scattered around the room; they could be in a single circle formation; or straight line formation.

DANCE:

Here come the horses galloping, galloping,
Flying their tails and galloping,
Tossing their heads and galloping, galloping.
Kick up their heels and galloping, galloping.
Galloping, galloping, flying their tails.
And gallop away.

WHOA! LITTLE HORSES! LIE DOWN!

Now there is nothing but the sun on their noses,
Sun on the grass and on the hot roses.
A breeze in the trees and sun on the hay
And little old horses dozing away—ZZ-z-z-z.
Here come the bees,
B-z-z-z they go.
Into the flowers they dart as they go.
Out of the flowers and hovering there,
They beat their wings on the still clear air.
Then—
The Green Wind came and it blew the bees
Right out of the flowers and into the trees
Till the rain came down and pushed down the bees.
The swift green wind with rain.
Here come the fish swimming and swimming
Floating and swimming, wiggling and swimming,

Darting and swimming, and swimming and swimming
In the river that runs to the sea.
Here come the birds, flapping their wings
All over the sky.
Flapping their wings trying to fly.
Too high—too high!
So high, they disappear in the deep blue sky.

LIE DOWN!

Here come the apes stomping and stamping,
Beating their chests and stomping and stamping.
Baring their teeth and stomping and stamping.
Beating their chests and lowering their heads and stomping and stamping.
They heavily strode,
Leaving an almost human track in the dusty road.

WHOA, APES—LIE DOWN!

Here come the cats, meowing and purring,
Prowling and howling, prowling around.
Prowling and prowling, meowing and purring.
Switching their tails and shining their eyes,
Prowling around, prowling around.
SPIT!
Arching their backs and spitting at shadows,
And prowling and prowling about.

LIE DOWN!

Hop-hop-hop. Here come the frogs,
Hopping and squatting. Hoppity hop!
Blinking their eyes. Hoppity hop!
Hoppity, hoppity, hop.

LIE DOWN!

Here are the children, stretching and leaping.
Walking around as though others were sleeping.
Here comes a baby, crawling and creeping.
Here comes a boy alone on parade,
Swinging his arms, and marching
And marching.
Marching up—marching down.
A boy on a lone parade.
Here go the children, walking around
Faster and faster and walking around.
(Voice—Walk a little faster said
The Tortoise to the snail.
There's a porpoise just behind me
And he's treading on my tail.)

THIS IS SILLY.
SIT DOWN!

SOURCE: Music composed by Herbert Haufrecht. Copyright MCMXLVIII Young People's Records, Inc. 1954 Annotated list of Phonograph Records, Record Division, Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N.Y. $1.24.

TEACHING HINTS: At first let the children individually follow their own ideas for the various movements mentioned. Later they could form a circle or line and all try the same movements at the same time.

THE WEARIN' OF THE GREEN

GRADE LEVEL: Elementary Grades 4-8, High School

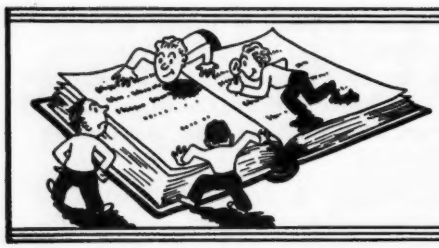
TYPE: Square Dance

BASIC STEPS: Grand right and left, Swing your corner girl, Swing your partner, Allemande left, Do si do, Promenade, Allemande right.

FORMATION: Square

DANCE: Right hand to your partner—Grand right and left
*** Gentlemen swing with the corner girl, swing her up and down.
Gentlemen swing the lady you just left—swing her round and round.
Allemande left on the corner. All, on the corner, Allemande all
Swing your partner once again the best girl in the Hall
Do si do on the corner—On the corner Do si do
Do si do your partner—with your partner do si do.
Swing the corner girl again—you swing her up and down.
Take the same corner girl and promenade around the town.
Repeat from *** three times.
THEN:
Allemande left on the corner
Swing your partner up and down, the best girl in the Hall
Allemande left on the corner
Allemande right with your partner
Allemande left on your corner again
Grand right and left all around.

SOURCE: Woodhull's Old Tyme Masters, Calls by Floyd C. Woodhull. R.C.A. Victor Record Number 36401-B Side 7. *Radio Corporation of America RCA Victor Division Camden, New Jersey.*



BOOK Reviews

Edited by K. W. Bookwalter

CORBIN, H. DAN, *Recreation Leadership,* second edition, Englewood Cliffs: Prentice Hall, Inc., 1959, 463 pp., $6.50

In this revised book, all chapters have been brought up-to-date. The *how* and *where* have been emphasized as well as the *why* and *when* in the presentation of the principles and techniques essential to the adequate training of *whom.*

The basic structure of the book remains the same —to provide the reader with the essentials of programming for recreation. Part I includes two chapters; one on the history of recreation and the other on leadership principles and procedures. Part II includes chapters on organization and administration, program essentials for indoor and outdoor recreation, and planning aids.

KARL W. BOOKWALTER.

DARROW, MAY GOODALL. *The Posture Problem Up To Date.* New York: Vantage Press, 1959. 94 pp. $3.50.

The author, who recovered from being crippled for 30 years, has written a book from practical experience of self application of exercises and of professional work in physical therapy. She offers easy-to-follow instructions for rhythmic exercises to provide the basic steps, toward effective balance and control. The resistance principle is employed in some of the exercises. Sixty-four illustrations help explain principles of posture and directions for exercises.

KARL W. BOOKWALTER

FARINA, ALBERT M., FURTH, SOL H.; and SMITH, JOSEPH H., *Growth Through Play,* Prentice-Hall, Englewood Cliffs, New Jersey, 1959, 246 pp., $5.75

The purpose of this loose-leaf, ring binder book is to present to teachers a classified list of activities of good balance suitable for children of four through twelve years of age. A complete and comprehensive treatment for each age group is given. Each year of age is differentiated from the other years except for the ten through twelve year olds. The activities selected for each age are described and teaching suggestions are given for each class of activity—games, dances, and rhythms.

The activities are divided into classroom and party games, creative play, active games, self-testing activities, relays, rope-jumping games, ball games, song plays, folk dances, pencil and paper games, sports skills, rubber ball games. Good illustrations aid in understanding the directions for the activities.

CAROLYN BOOKWALTER

LAFOND, EDDIE and MENENDEZ, JULIE, *Better Boxing,* New York, The Ronald Press Company, 1959, pp. 118, $2.95.

A well illustrated and informative book, *Better Boxing,* will guide the beginning boxer from the earliest stages of preparation through the advanced techniques and general strategy.

For the instructor, teacher, coach, or administrator, additional information is given concerning facilities, equipment, diets, training schedules, and prevention of injuries. An entire chapter is devoted to administration of tournaments and meets. Plans for twenty-five, fifty-minute, lessons, with chapter references and time allotments, are presented in the appendix. A glossary is also included.

WALTER L. COOK

LOKEN, NEWTON C. and WILLOUGHBY, ROBERT J., *Complete Book of Gymnastics,* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959, pp. 212, $7.95.

A brief history of gymnastics, commencing about 2600 B. C., is given in chapter one. Chapter two deals with calisthenics, and the remaining chapters are devoted to an adequate coverage of elementary and intermediate gymnastics. The final chapter goes into the organization and program instruction necessary for gymnastics exhibitions. The book is for women as well as for men.

The values of gymnastics are covered generally in the first chapter and more specifically in each succeeding chapters; however, the major portion of each

chapter is devoted, as it should be, to a recommended program of instruction. Under program of instruction, clear and complete details are given for the execution of a number of stunts in the various areas of gymnastics. These details are supplemented by more than 500 illustrations which indicate the direction of body movement.

This is a very good book for teachers and coaches of gymnastics. The clarity of the book also makes it helpful for the beginning or intermediate student of gymnastics. KARL W. BOOKWALTER

LOVELL, K., *Educational Psychology and Children,* New York, Philosophy Library, 1959, 263 pp. $6.00.

This general text book of educational psychology gives an overview of psychology including fundamental theories and important experimental findings. Some controversies among psychologists and some gaps in our knowledge about psychology are given.

The book is written to help teachers have a better understanding of their pupils. It is also written to serve as a textbook for students preparing to teach.
CAROLYN BOOKWALTER

MCGUIRE, FRANK. *Defensive Basketball.* Englewood Cliffs, New Jersey. Prentice Hall, Inc., 1959. pp. 268. $4.95.

This book presents a very complete discussion of the defensive phase of basketball. Players, coaches, and fans usually prefer the offensive maneuver in the game so considerable courage by author and publisher has been demonstrated in presenting the book. All phases and all types of defense are skillfully presented by a writer well qualified by study and experience. Although the material is designed for coaches and technical use, spectators could gain better appreciation of the game by understanding the nature of defensive play.

The material is well organized and meaningful diagrams and figures have been used freely. Many pictures add to the attractiveness of the book but do little to enhance its educational value.
MARKHAM C. WAKEFIELD

MUSTARD, HARRY S., and STEBBINS, ERNEST L., *An Introduction to Public Health* (fourth edition), New York, The MacMillan Company, 1959, 338 pages. $4.50.

The revision of a well established and widely accepted textbook attempts to present the latest knowledge in the rapidly changing field of public health. Special attention is given to new developments in the areas of poliomyelitis, fluoridation of public water supplies as a safe and effective means of preventing dental cavities, treatment of tuberculosis, community mental health programs, radiological health hazards, world-wide eradication of diseases such as malaria, and the association between excessive cigarette smoking and lung cancer.

The author's present information intended to give the reader a background in public health. This is followed by consideration of specific public health problems such as vital statistics, organization and administration of public health work, health education, communicable diseases, mental health, environmental health, personal hygiene, maternal and child hygiene, school health service, chronic diseases, and medical care.

As the title indicates, it is intended to provide an introduction to public health and it seems to do this in a very satisfactory manner.
J. K. RASH

OTTO, JAMES H., JULIAN, CLOYD J., and TETHER, J. EDWARD, *Modern Health,* New York, Henry Holt and Company, Inc., 1959, pp. 534, $4.40, Teachers Manual, $.36, Workbook, $1.32, Test Booklet, $ .24.

These authors have developed a textbook and supplementary aids which should prove invaluable to students and teachers alike in the field of health instruction.

Geared for any level in the high school curriculum, the text (a very fine revision of the already good 1955 edition) is not only easy to read, but has excellent organization and content as well. Diagrams, drawings, transparencies, and photographs have been increased in both number and quality with many of these aids appearing in four colors.

Aids for teaching and learning appearing at the end of each chapter in the textbook include summaries, vocabulary drills, quizzes, questions for discussions, and project suggestions. Extensive unit bibliographies and improved appendixes, glossary, and index round out this unusual high school textbook.

Supplementary instructional aids include a teachers manual for better course organization and flexibility, a workbook designed primarily as a complete study guide and outline, and a text booklet emphasizing word concepts, health problems, and application of health knowledge.
C. EVERETT MARCUM

PERFECTIONIST

One who takes great pains, and often gives them to other people.

OLD TIMER

One who can remember when the only people who paid income taxes were those who could afford to.

Recent ARTICLES

Edited by K. W. Bookwalter

BOOKWALTER, KARL W., "Research Says 'Yes'," *Journal of Health-Physical Education-Recreation* 30, 9:22, 66, December, 1959.

Evaluations of 2648 high school programs of health and physical education in 25 states (62 per cent of the population of the United States mainland) revealed that nationally we are only 28 per cent effective in meeting program standards as set up in the LaPorte Score Card No. II. Studies of achievements in tests revealed that there was a direct relation between student achievement in tests of program objectives and school attainment of score card standards.

CAROLYN BOOKWALTER.

HACKENBURG, HERB, "School Health by Citizen's Council," *The Journal of School Health*, 29, 9:330-332, November, 1959.

A team made up of representatives from the medical and dental associations, a school teacher, a school administrator, a county health department nurse, a representative from the mental health association, and from the tuberculosis association attended an annual three-day state conference on school health. At the conference, the results of a community survey was discussed and plans were made at the conference for setting up a community health program. The program now includes six areas in dental hygiene, vision and hearing tests, nutritional studies, and health education for both students and parents. Community organizations have bought equipment for vision screening and hearing screening. The community health program is now beginning to meet the needs of the community.

CAROLYN BOOKWALTER.

HIRSH, JOSEPH, "Suicide," *Mental Hygiene*, 43, 4:516-525, October, 1959.

Between 16,000 and 20,000 people commit suicide each year. Many cases are not reported as suicide because of religious, social, or moral stigma. Urbanization seems to be a factor in suicide. People in small towns did not commit suicide as frequently as people who lived in large towns where family and friendship ties were not close and that which seemed to count was what one owned. In New York City, 1925-54, the high points of suicide occurred at ages 41-60 with the highest point being at ages 46-50. There were over twice as many suicides among the married people as among the single. Twice as many men as women committed suicide.

CAROLYN BOOKWALTER.

"Opinion Poll—Too Much Emphasis on High School Varsity Athletics?" *The Nations' Schools*, 64, 6:79, December, 1959.

School administrators are split as to their opinions of emphasis upon varsity athletics. Of the administrators polled in 1959, the responses were:

Are high school varsity athletics over-emphasized? Yes—48% No—49% ?—3%

Do you favor organized athletic contests for elementary school children as Little League Baseball? Yes—50% No—49% ?—1%

Are State Basketball Tournaments too strenuous for high school students? Yes—41% No—54% ?—5%

CAROLYN BOOKWALTER.

REASONS, GEORGE, "Smoke Is the Killer," *The Nations' Schools*, 64, 6:61-73, December, 1959.

Experiments were carried out in setting 75 fires to a condemned Los Angeles school building. Studies were made as to the effectiveness of vents, curtain boards, sprinklers, and other fire safety equipment. The established uses of these features were questioned as a result of the studies. The conclusion of the study was that children's lives are snuffed out by smoke, not flames.

CAROLYN BOOKWALTER.

SANFORD, RUSSELL T., "Responsibilities for the School Administrator," *The Nations' Schools*, 64, 6:76-78, 118, December, 1959.

Policy making is the most frequent function of the School Board members. They are most interested in the areas of curriculum, teacher qualifica-

tions, and appropriations of finances. The administrator recommends and selects specified products, through the architect and School Board members play important parts in recommending and selecting lighting fixtures, cafeteria equipment, and heating equipment.

CAROLYN BOOKWALTER.

Society of State Directors of Health, Physical Education, and Recreation, "Highest Priority on Education for Health and Fitness," *Journal of Health—Physical Education—Recreation,* 30, 8:29, November, 1959.

The Society has called upon all citizens in general and educators in particular to place a high priority on education for health and fitness. It was recommended at the Oregon meeting that at least a daily period in the school curriculum be devoted to health and safety education and physical education for all students and that adequate facilities and qualified personnel in sufficient number be provided for these programs in all schools and colleges. Education facilities and personnel should be utilized to the greatest degree possible for community leisure-time activities.

CAROLYN BOOKWALTER.

THORUP, LORENA, "The Junior Health Patrol—A Technique for Health Education in the Elementary School," *The Journal of School Health,*" 29, 8:308-313, October, 1959.

In some schools the school nurse is considered to be the supervisor of the general problem of health and the teachers turn to her for guidance and resource materials. The San Diego elementary schools experimented with the formation of health patrols. The representatives met with the nurse every two weeks for 30 to 40 minutes when a planned timely health subject was discussed. Each child was given a copy of some type of visual aid to take to his classroom. The child reported on the health discussion in his classroom, within the limits of his ability. The program seemed to function well and both nurses and teachers were pleased with the health education learned by the children.

CAROLYN BOOKWALTER.

WETHERILL, G. G., "Who Is Responsible for Sex Education?" *The Journal of School Health,* 29, 10:361-364, December, 1959.

It is generally agreed that parents are primarily responsible for sex education. In 1957, San Diego made a community approach to sex education. Two years were spent in preparing the community for sex education. Today, the sources of sex education are parents, P.T.A., study groups, churches, youth groups, social agencies, health departments, social hygiene associations, and the schools.

A study of thousands of sex questions from children revealed that the questions fall into fourteen groups or topics and can be answered by 170 one or two sentence answers. The typical questions and possible answers are available in printed form to parents and others.

CAROLYN BOOKWALTER.

ZIMMERMAN, HELEN, "Physical Performance of Children Taught by Special Teachers and by Classroom Teachers," *Research Quarterly,* 30, 3:356-362, October, 1959.

The AAHPER Physical Fitness Test was given to a randomly chosen group of boys and girls in grades 5 through 8 in comparable schools in regard to type of children and socio-economic conditions, but one school had special teachers of physical education and the other school had classroom teachers teaching physical education. Boys taught by special teachers exceeded performance of comparable boys taught by classroom teachers in 31 of 35 group-classification events and the differences were statistically significant for 20 of the 35. Girls taught by special teachers exceeded the comparable group taught by the classroom teacher in 30 of the 35 events and the differences were significant statistically for 14 of the 35.

CAROLYN BOOKWALTER.

A Coach's Reward

A Coach knocked at the Pearly Gates,
His face was scared and cold;
He stood before the man of fate
For admission to the Fold.
What have you done, St. Peter asked,
To gain admission here?
I've been a Coach, sir, he said,
For many and many a year.
The Pearly Gates swung open wide,
St. Peter touched the bell.
Come in, he said, and choose your harp,
You've had your share of hell.

(With Apologies to Charles Voight, Sertoma News.)

Noteworthy People in the Profession

Edited by K. W. Bookwalter

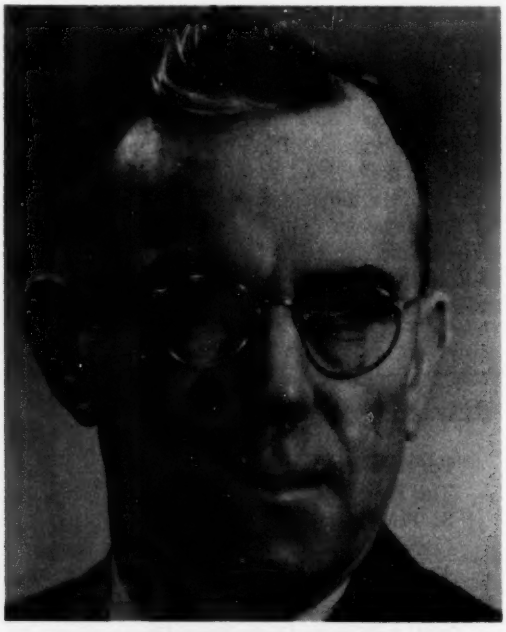
CATHERINE L. ALLEN was born in Columbus, Georgia, where she received her elementary and high school education. The baccalaureate degree was earned at Georgia State College for Women in 1936; the M.A. degree at Teachers College, Columbia University, in 1941; and the Ed.D. degree at New York University in 1955.

Dr. Allen has taught in public schools, in public recreation, in private agencies, in the Universities of New York, Tennessee, and Pittsburgh and has conducted recreation leadership training institutes throughout the United States and several foreign countries. She served as Director of Special Activities, Morale, and Recreation for the American Red Cross in the Pacific areas, World War II. She is presently Professor of Physical Education and Co-ordinator of Special Activities at the University of Pittsburgh.

She has served as an officer and on committees in state, district, and national associations. She has authored books, state guides, and many articles, and is a member of many professional and honorary associations. Dr. Allen is listed in *Who's Who in American Education* and *Who's Who Among American Women.*

Her honors include: citation for Meritorious Service, Pacific Theatre, World War II; Creative Award, American Academy of Physical Education; Woman of the Year, Knoxville, Tennessee; Beta Sigma Phi International Award of Achievement; Alumnae Achievement Award, Georgia State College for Women; and Fellow, American Association Health, Physical Education and Recreation.

CATHERINE L. ALLEN



GLENN W. HOWARD

GLENN W. HOWARD WAS born April 5, 1906, at Grants Pass, Oregon. He received the A.B. degree from the University of Oregon in 1928; the M.A. degree from Teachers College, Columbia University in 1929; and the Ph.D. degree from Columbia University in 1937.

His experience includes teaching physical education and/or hygiene at Teachers College, Columbia University; The City College, New York; Seth Low Junior College; Purdue University; the University of Texas; The Ohio State University; and the University of California at Los Angeles. He was Chairman of the Department of Health and Physical Education of Queens College from 1945 to 1956. He is presently the Director of the School of General Studies of Queens College.

Dr. Howard has been active in local and national professional associations. He has served as secretary, and president of the College Physical Education Association. He edited the *Proceedings* of the CPEA during the ten years he served as secretary.

He is a member of Phi Beta Kappa and Phi Delta Kappa, and is listed in *Who's Who in American Education* and in *Leaders in Education.*

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